DOCUMENT RESUME

ED 086 027 FL 004 949

AUTHOR Born, Warren C., Ed.
TITLE New Directions in the 70's. Papers Presented at the International Conference of the New York State Association of Foreign Language Teachers and the Ontario Modern Language Teachers' Association (3rd, Rochester, New York, March 29-31, 1973).
INSTITUTION New York State Association of Foreign Language Teachers.; Ontario Modern Language Teachers' Association.
PUB DATE 73
NOTE 91p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Community Attitudes; *Conference Reports; Counselors; Culture; Educational Objectives; *Educational Trends; Fles; *Language Instruction; *Modern Languages; Public Relations; Second Language Learning; *Speeches; Student Centered Curriculum; Student Grouping; Teacher Education; Teaching Methods

ABSTRACT

The theme of this collection of papers focuses on emerging patterns of interest within the language teaching profession. The papers discuss (1) trends in language teaching, (2) FLES redefined, (3) educational objectives, (4) personal experiences of a language teacher, (5) public relations success stories, (6) the less-able student of foreign languages: heterogeneous versus homogeneous grouping, (7) student-centered learning, (8) evaluation of the less-able student, (9) culture, (10) teacher-developed materials, (11) televised Spanish programs, (12) teacher preparation, (13) college teacher supervision, (14) teaching methods, (15) guidance counselors, administrators and foreign languages, and (16) community attitudes toward language instruction. (RL)

FILMED FROM BEST AVAILABLE COPY

ED 086077

PAPERS PRESENTED AT THE THIRD INTERNATIONAL CONFERENCE OF THE NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGES TEACHERS AND THE ONTARIO MODERN LANGUAGE TEACHERS' ASSOCIATION

29-31 MARCH 1973

THEME: "NEW DIRECTIONS IN THE 70's"

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Edited by

Warren C. Born, MLA/ERIC

1973

FL004 949

The editor gratefully acknowledge the cooperation of all who supplied papers and minutes of panels. Financial Constraints and space limitations unfortunately precluded the publication of all materials submitted. A special note of gratitude to Sheila Rose and Benita Goodluck for typing the copy and to Gertrude Rossin for proofreading.

Additional copies are available for $3.00 each from:

Robert J. Ludwig
1102 Ardsley Road
Schenectady, N.Y. 12308

TABLE OF CONTENTS

Reflecting on the Past While Moving Into New Directions, Robert L. Politzer 1

What Are Our Redefined Goals in FLES? Liliane Lazar 8

What Are Our Redefined Goals on the Secondary Level? Robert J. Ludwig 10

What Are Our Redefined Goals on the College Level? Sonja Karsen 12

What Are Our Redefined Goals on the Post-Graduate Level? Paul Pimsleur 14

Personal Successes in Foreign Language Teaching, Patricia Sweet 16

Public Relations Success Stories, Wilhelmina M. Wiacek 20

How to Influence a College Administration in Favor of Foreign Language Programs, Sidney N.J. Zelson 22

The Less-Able Student of Foreign Languages: Heterogeneous Versus Homogeneous Grouping, Ricardo A. Angulo 27

Student-Centered Learning: At What Level or Levels Is It Most Effective? Stephen L. Levy 28

Evaluation of the Less-Able Student, Charles R. Hancock 32

How Far Can the Less-Able Student go in the Foreign Language Program? What Behavioral Goals are Realizable? Ella Schwartz 35

What Should be the Focus of the Foreign Language Course for the Psychologically Less-Able Student? Sister Rose Marie Karl 37

Culture Beyond the Classroom, C.R. Rocco 41

Culture: Materials and Community, Luke J. Nolfi 44

Varieties of Experiences Within and Outside the Classroom, Geraldine O'Neill 47

Teacher-Developed Materials in a Student-Centered Classroom, Renée Taillefer 49

"La Justicia del Buen Alcalde Garcia:" Some Pre-Viewing and Post-Viewing Activities, Anthony Mollica 51

How to Influence the School District and the Board of Education, Helene Z. Loew 57

How Can Foreign Language and Education Departments Prepare FL Teachers Better? Anthony Papalia 59

Who Prepares the College Teacher? How Is He Supervised? Gifford P. Orwen 62

Teacher Preparation for Student-Centered Learning in Modern Languages, Francoise Howard 66

How About the Training of Teachers? Barbara Elling 69

Should the Methodologist Teach a Wide Variety of Approaches or Decide on the Best and Insist on It? Howard Hainsworth 71

Public Relations: How to Get the Message to Guidance Counselors and Administrators, Bernard Pohoryles 76

Public Relations, Roy E. Schatz 79

How to Get the Message to the Community, Rosanna Kelly 83

REFLECTING ON THE PAST WHILE MOVING INTO NEW DIRECTIONS

Robert L. Politzer, Stanford University

That the past decades of foreign language education have been characterized by rapid and almost convulsive change is a commonplace observation. Traditional methods like grammar translation were challenged and in many cases replaced by audio-lingualism during the late fifties and early sixties. Audio-lingualism itself has come under attack for various reasons (e.g. the advent of transformational grammar, dissatisfaction with results, research studies questioning its merits, etc.) and is being replaced by different approaches (e.g., the "rationalist method"). In general, the concern with method has given way to a preoccupation with individualization of instruction. In reflecting upon past experience, however, I do not wish to retell this by now familiar history of the past decades. The reflections on the past to be presented in this article concern not so much the ups and downs of methodological controversy but specific teaching techniques with which I became acquainted during the past 40 years, first as a student of foreign language and then as a teacher and educator.

My first acquaintance with modern foreign language teaching occurred in a secondary school (Real Gymnasium) in Austria. Probably like many foreign language teachers, I believe that my first teacher was chiefly responsible for my continued interest in language study. I have described some of the outstanding features of his teaching techniques elsewhere (Politzer 1973). In this context I would simply like to review a few of them and stress the fact that the techniques which he employed are just as modern now as they were then and are referred to in the most current pedagogical literature. In general he used an exclusively direct method rationalist approach (Diller 1971) and what might be called today a verbal-active method (Spetz 1970). During initial instruction we used a month of pre-reading accompanied by some visual support by means of phonetic transcription. Initial instruction relied heavily on a so-called Gouin series (cf. Diller 1971, Gouin 1880). An interesting aspect of the use of the Gouin series was that it was used in conjunction with our actually "acting out" the actions of the verbs of the series; a physical response (cf. Asher 1972) was tied in with verbal responses. In more advanced stages of the course one of our regular exercises consisted of the so-called analyse logique of sentences (questions asked for each part of speech). Later the analyse logique became exercises in synthese logique (student construct sentences in response to questions, e.g., Qui? le professeur; Que fait il? Le professeur parle; A qui? Il parle à l'eleve; etc.) Both analyse and synthese logique correspond closely to techniques involved in conjunction with Voix et Images de France (Renard and Heinle 1969) and to the so-called "psychogenerative" approach (Smith 1971).

As a teacher and educator I was fortunate to have the opportunity to watch many colleagues and prospective young language teachers in action. Much of my observation took place in classes in which the audio-lingual was employed. I could give a list of techniques which I observed and which I considered successful and appropriate. However the list would be long and my own undocumented judgment as to the successful nature of the techniques might be presumptuous. I would like to quote, however, from a series of classroom observations which were undertaken in 1961 by a group of experienced teachers and published by the Modern Language Association of America under the title Good Teaching Practices: A Survey of High School Foreign Language Classes (Brisley et al 1961). Most of

the teachers observed in this survey used the A-LM materials which had just made their way into the schools as a result of the audio-lingual "revolution" and the NDEA Institutes. I shall just present a few comments and quotes taken from Sections V (Speaking), VI (Structure), and XIII (Miscellaneous Comments).

The first and thus overriding comment in Section V is headed "Meaningful Drill". To quote, "A directed questioning technique is used to involve the student personally in the drill--a technique which asks the student to talk about his family, his home, his possessions, the weather today, the date today, or his activities. This step is the key to successful student expression. He can parrot a dialogue for a thousand times with no real learning taking place, but the moment he puts himself in the role of the speaker or talks about himself and his interests and activities, something happens." Other interesting paragraphs under Section V deal with the use of Realia (par. 8 "A Doll House"); setting up communication situations (par. 12, "Customs Inspection"); "Role Playing" (par. 15); "Question and Answer Games" (Par. 16, par 17: "Who Am I?"); "Talking about pictures" (par. 29); etc.

Section VI (Structure) gave, of course, the kind of pattern drill advice that one might expect in any 1961 publication: par 1. "Pattern Drill," par. 2 "One at a time," etc. However par. 9 is entitled "Meaningful Context" and its authors observe the importance of the technique of "Humanizing the teaching to make it apply to people known to all and not just a rule to be followed." Among other interesting paragraphs of Section VI are par. 13 ("Meaningful Tense Drill"), par. 17 ("Visual Cues in Oral Pattern Practice"), par. 24 ("Free Replacement Drill"), and par. 23 ("Simple to Complex Sentences"). The latter paragraph deals with teaching the student how to generate complex sentences ("Double base transformation") from simple (Kernel) sentences.

The "Miscellaneous" section (XIII) contains among other noteworthy paragraphs some comments on using honor society or advanced students for individualized tutoring and on individualizing instruction through ability grouping (para. 5).

The authors of the report also advance some general conclusions. Among these are that "the class is at ease in working with the foreign language and seldom reverts to English," that "neither teacher nor student depend on the book," "materials fit the interest and abilities of the student," "the students do most of the speaking," "the teacher's personality--demanding yet fair and patient--leads his students to a high level of performance," "the teacher's manner makes students want to learn the foreign language, not just because it presents interesting problems to solve, things to say, or because it is fun, but because working under his confident and enthusiastic direction is appealing in itself" (italics mine).

Some of the suggestions concerning good teaching practices made by colleagues in 1961 seemed to be confirmed by a study conducted in the Stanford Center for Research and Development in Teaching in 1969 (Politzer and Weiss 1971.) In this study Dr. Weiss and I found that within a group of foreign language teachers using the A-LM materials the more successful ones tended to give the student the opportunity to speak freely (i.e., create their own utterances), used visual aids supplementing the textbook, switched more frequently than others from one variety of drill technique to another, and were less dependent on their textbooks. Our study did not try to assess to what degree the teacher's personality influenced

student achievement. But we did find some indication that the teachers whose students gained a positive attitude toward language study were also the more successful ones in terms of student's achievement. I think it is reasonable to assume that the student's gain in positive attitude was related to what the authors of the 1961 MLA report referred to as the "confident and enthusiastic direction" given by the teacher.

From these reminiscences about the past, I would like to suggest a few tentative conclusions and generalizations. The first and certainly not very new or startling conclusion which is based not only on the deep impression which my own teacher made on me but also on the 1961 report quoted above is simply that the enthusiasm and personality of the teacher--while perhaps difficult to measure and to define--are nevertheless of overwhelming importance in attracting students to foreign language study and in determing successful outcomes. For the formulation of some other conclusions the concepts of Approach, Methods, and Techniques as defined by Professor Anthony (Anthony 1963) and reapplied by Professors Anthony and Norris (Anthony and Norris 1971) may prove to be useful. According to Professor Anthony (1963) there is a hierarchical relationship between Approach, Methods, and Techniques. Approaches represent "a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning." "Method is an overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon the selected approach." "A technique is implementational--that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective." To give a brief example: Some of the correlative assumptions behind the so-called audio-lingual approach were the view of language learning as a closed system of patterns or the concept of language learning as habit formation. The methods based on those assumptions could take the form of dialogue mimicry and memorization or of carefully graded "monostructural" sequences of pattern drills. The actual techniques involved can, of course, be many and may range from repetition drills to working with visual aids, to having students form sentences on the pattern of models, or doing conversion drills. A conversion of a Gouin-type series from the present to the past or the future is, in fact, quite compatible with the audio-lingual assumption; so are most if not all of the techniques described in the above quoted publication on "Good Teaching Practices".

Some techniques are probably incompatible with certain approaches, e.g., translation as a technique in a beginning class would be difficult to defend within an approach that is based on the assumption that second language learning is or should be very much like first language learning and that, therefore, a direct method type of teaching should be used. However, many different types of techniques can be evolved as the result of the same underlying assumptions and methods, and, conversely, the same technique can be arrived at from different assumptions via different methodologies.

Now, to quote again from Anthony and Norris (1971) "language teaching methods come and go, ebb and flow. Some achieve wide popularity, then decline." What I would like to suggest, however, is that there is infinitely more stability and permanence to sound classroom techniques than there is to approaches and methods. The convulsive revolutions which presumably took place in language teaching during the past two decades were in fact changes in assumptions concerning approaches. Structural linguistics was indeed challenged by generative grammar and the behaviorist Skinnerian theory of first language acquisition was condemned by many psycholinguists and replaced by various strongly "nativist" kind of positions.

But the student in the foreign language class has no direct contact with either structural linguistics or transformational grammar or psycholinguistics theory. His progress in foreign language is determined not by underlying axiomatic assumptions and so-called methods which are based on theory, but by the ingenuity and resourcefulness of the techniques applied by the teacher in the process of instruction.

I do not mean to imply, of course, that new and valuable techniques may not be evolved as a result of new and different assumptions about language learning. It is also true that at times techniques which are successfully employed by specific individuals can be combined to methodological doctrine and even lead to assumptions concerning the nature of language and language learning. Some great, successful language teachers can systematize their techniques into methods and often into overall views concerning language and language learning. It may, in fact, be a testimony to the importance of techniques derived from practical classroom experience that in some way the methods of great practioners have evidently stood the test of time better than some approaches and methodologies based on axiomatic assumptions derived from linguistic or psychological theory.

In writing the history of foreign language education one would probably come to the conclusion that the period between the two world wars was characterized by a reading and grammar translation approach. (This would be true not only for the U.S.A. but also for my native Austria, where the officially adapted texts were based on grammar translation principles), that a pattern practice audio-lingual approach became gradually dominant during the fifties and early sixties, and that the late sixties and early seventies saw a decline of confidence in the pattern practice approach, dissatisfaction with automatic, meaningless drill procedure, and a renewed emphasis on the use of visuals and free communication. This history may indeed describe the overall trends. But my own experience, my 1969 research, and the 1961 report on successful teaching practices tells a slightly different story: My own teacher set aside the grammar translation approach officially adapted in the Austrian school and replaced it for the first two years of instruction by a direct method approach and by techniques which suited his teaching style and corresponded to his deeply felt convictions. The teachers described in the 1961 report did <u>not</u> engage their students in meaningless parroting of dialogues and repetition drills but emphasized meaningful communication, and some attempted to suit instruction to individual needs and aptitudes. The more successful teachers in the 1968 study did <u>not</u> overuse repetition drills and meaningless pattern practices, but gave students the chance to create his own responses and supplemented a curriculum (which, at that time, provided few visual aids) with effective visual reinforcement. In writing the history of foreign language teaching or in reminiscing about the past, let us not forget the innovative foreign language teachers who no matter what the "official" approach and method, utilized creative techniques to make the language come alive in the classroom and experimented with techniques and classroom procedures to evolve methodologies uniquely suited to their personality and the needs of their students.

What kind of suggestions relating to present and future concerns and trends do emerge from these reflections about past experience? I should like to advance a few thoughts which relate to what seem to be the major trends and concerns in the present and probably in the immediate future: I believe that some of the most significant of these trends deal with (1) greater concern with student factors, especially student motivation, (2) individualization of instruction, (3) the establishment of measurable performance criteria for student achievement as well as for certification for teachers, (4) accountability of teachers,

(5) a continued and inevitable quest for better methods of instruction as well as teacher training. Most of these concerns are, of course, interrelated. The individualization of instruction is definitely related to a desire to suit the instruction to the motivation of students. Individualization and the individual "contracts" which students in individualized programs make with the teacher (and with themselves) necessitate the establishment of specific criteria for achievement. Specific criteria for achievement are, in turn, an inevitable part of the accountability concept, which implies checking on whether the individual teacher has fulfilled the "contract" he has made with the school system (and, hopefully, himself).

(1) The role of motivation in language study has been studied quite thoroughly during the past years, especially by Prof. Wallace Lambert and some of his associates. (For a good summary of recent work, see Hancock 1972.) The studies have stressed the decisive role of so-called integrative motivation, the desire to become "integrated" with the language of the other community. In situations in which the language learner has real knowledge of and contact with the community of the target language, this integrative motivation has a measurable and real basis. What about situations in which the learner approaches foreign language study without knowledge of that community? The obvious answer is that this knowledge and the motivation which can result from it must be created by the teacher. This suggestion has some obvious implications concerning the role of cultural presentation in initial language instruction, but the suggestion which I would like to stress in the context of this article is that their integrative motivation is probably influenced to a very large degree by the personality of the teacher. Whether she or he is actually a member of the speech community may not be terribly important; for most initial language learners in the U.S.A., the teacher is the main de facto representative of that community. Integrative motivation is likely to be established via the teacher's personality, the teacher's enthusiams, the teacher's genuine concern for the pupils. And I believe that it is this genuine concern and enthusiasm that are the reasons behind departing from standard curricula, the adapting of materials to their own teaching style which seemed to be characteristic of the successful teachers dealt with in the first part of this article.

(2) Individualization of instruction is, of course, a much discussed and debated topic. As one of the foremost practitioners of the art of individualization (Logan 1973) said in a recent article: "Personalization of instruction cannot be wrong. But it can go wrong, as can any process or activity." Here I would like to point out only one area in which individualization or personalization can go wrong. Ironically enough, individualization of instruction can become depersonalized. A few weeks ago I talked to a student in a fairly large individualized instruction program and asked him who his teacher was. He answered me that he did not have any particular teacher, but that he was taught by the staff of the entire department, that he could go to any one of three "paraprofessionals" to have his progress checked and to take the test stipulated by the contract. The impression which this student had was that instruction was indeed individualized ("No two students' folders are exactly alike!") but that there wasn't really any one person who particularly cared about him as an individual. So one thought that occurs to me when reflecting on past experiences is that individualization should not lead to depersonalization; students can develop strong integrative learning motivation through personalized contact. I doubt that they will want to become "integrated" with impersonal, so-called "instruc-

tional delivery systems."

(3) Performance criteria in teacher training as well as in language instruction can, indeed, be useful, perhaps indispensable tools. Yet, to paraphrase the above quoted statement concerning individualized instruction: the establishment of specific goals for teacher training or language instruction cannot be wrong, but it can go wrong. As far as the setting of performance criteria for the training and certification of teachers is concerned, the main way in which we can go wrong is simply in establishing criteria so narrowly and so specifically that they do not take into account the specific teaching styles and techniques suited for specific teaching situations and specific teachers. Much is being said about individualization of instruction of individual students, but individualization of instruction which fits instructional procedure to the styles and preferences of the individual teacher is in the long run just as important. Educational research is replete with examples which show that teachers achieve better with methods and materials which they prefer, in which they have a personal stake. The favorite research paradigms concerned with evaluationg Method X against Method Y usually make sure that these teacher preferences are somehow equalized and do not influence the results of the investigation. This equalizing of the teacher factor may be necessary from the point of view of this type of inquiry, but from the point of view of maximizing pupil achievement it makes much more sense to take full advantage of teacher preferences and enthusiasm. As a matter of fact, it seems quite likely that much of the success of some current individualized instruction programs is due to the fact that they involve a very large amount of teacher-generated materials and instructional techniques. In other words, in the process of individualizing instruction for the pupil, teachers have in fact also individualized instruction to fit their own teaching situations and preferred teaching styles. Performance criteria to be achieved in teacher education and certification must be sufficiently broad as to not get in the way of this process of fitting instructional techniques to the individual teacher. Performance criteria narrowly tied to specific instructional approaches or methods might have been totally irrelevant and perhaps even eliminated some of the successful techniques mentioned in this article.

When it comes to performance objectives for students in foreign language courses, similar cautions which have also been voiced by various educators (Hoetker 1970, Disick 1971) are in order. Aside from the obvious problems involved in measuring some essential human values in behavioral terms, the consideration of three questions seems imperative: (1) How narrow are the objectives that are being specified? (2) Are the objectives long-range or are they short-range objectives which, in fact, prescribe in specific detail the path by which the longer-range objective must be reached? (3) Are they developed by the individual teacher or groups of teachers in a specific teaching situation for and with their students or are they imposed from the outside or from above? Narrowly defined short-range objectives imposed from the outside would have made it impossible for my teacher to experiment with a direct method approach. They probably could have restricted the creativity and enthusiasm of the teachers observed in the audio-lingual programs by myself or in the 1961 report on successful practices. The teacher's mapping in detail of short-range objectives through which long-range objectives can be obtained in a process which takes their own students into account is a useful and creative activity; to have someone else prescribe these objectives for the teachers is a different matter and is likely to put a straight jacket on their very creativity and enthusiasm.

(4) The considerations affecting performance objectives apply also to the concept of accountability. I do not think that anybody would advocate that a teacher, or any other professional for that matter, should not be held accountable for some standard and for achieving some results. The real issue is how the standard is determined and whether it will encourage and reward enthusiasm and creativity or whether it will dampen or eliminate them. One thing seems certain: I cannot think of any instance in human history in which enthusiasm and creativity have been legislated by outside intervention. If individualization of instruction for both the student and the teacher are valuable goals to strive for, then accountability for the teacher--just as performance objectives for the student--must be established in reasonably long-range terms, cannot be tied to narrowly defined over-specific goals, and must allow for enough flexibility to permit individual teachers to participate in their formulation.

(5) Teacher training and the concern with methodology should also reflect an appreciation of the flexible, individualized use of techniques rather than an emphasis on indoctrination with approaches (and their underlying assumption) and with so-called methodologies. By this I do not wish to imply that language teachers should not be familiar with linguistics or psycholinguistics theory; but the value of these foundation disciplines lies in the specific teaching technique they may suggest and not in the doctrinaire approaches and methods that can be derived from them. The emphasis on technique rather than approach or method may seem to some as an overconcern with "tricks", with recipes as to "what to do on Monday". However, an emphasis on techniques rather than methods need not lead to superficiality. As a matter of fact, I suspect, it may be much easier to research and prove the value of specific techniques for specific situations than to show the superiority of one method over another (probably because theoretical differences in approach and method tend, in fact, to be equalized by teachers on the technique level!). An additional advantage of emphasizing techniques lies in the abovementioned relative stability of techniques as compared to approaches and methods. Changing approaches and methods is unsettling and disturbing to the profession. It also has obvious bad public relation effects because it gives the general public and other educators the impression that teachers change their minds concerning the nature of effective language teaching every five years. Teacher training which provides the prospective candidate with a great variety of techniques from which to choose would, in the long run, emphasize the relative stability of good language teaching procedures and, hopefully, create more individualized and, thus, more effective teaching styles.

Asher, J.J. "First Language as a Model for Second Language Learning." Modern Language Journal 56 (1972): 133-139.

Anthony, E.M. "Approach, Method and Technique." English Language Teaching 17 (1963): 63-67.

Anthony, E.M., and W.E. Norris. Method in Language Teaching (Focus Reports on the Teaching of Foreign Languages No. 8). New York: MLA/ACTFL/ERIC, 1969.

Brisley, L., et al. Good Teaching Practices: A Survey of High-School Foreign Language Classes. New York: MLA, 1961.

Diller, K.D. Generative Grammar, Structural Linguistics and Language Teaching. Rowley, Mass.: Newbury House, 1971.

Disick, R.S. Performance Objectives in Foreign-Language Teaching (Focus Reports on the Teaching of Foreign Languages No. 25). New York: MLA/ACTFL/ERIC, 1971.

Gouin, F. L'art d'enseigner et d'étudier les langues. Paris: Librairie Fischbacher, 1880.

Hancock, Ch. R. "Student Aptitude, Attitude and Motivation," in D.L. Lange and Ch. J. James, eds., Foreign Language Education: A Reappraisal. Skokie, Ill.: National Textbook, 1972.

Hoetker, J. "The Limitations and Advantages of Behavioral Objectives in the Arts and Humanities." Foreign Language Annals 3 (1970): 560-65.

Logan, G.E. "Individualized Foreign Language Instruction: Is it Just Another Fad?" Accent on ACTFL 3 (1973).

Politzer, R.L. "A Successful Foreign Language Teacher." American Foreign Language Teacher 3 (1973).

Politzer, R.L., and L. Weiss. The Successful Foreign Language Teacher. Philadelphia: Center for Curriculum Development, 1970.

Renard, C., and C.H. Heinle. Implementing "Voix et Images de France" in American Schools. Philadelphia: Center for Curriculum Development, 1969.

Smith, Ph.D., Jr. Toward a Practical Theory of Second Language Acquisition. Philadelphia: Center for Curriculum Development, 1971.

Spitz, P. "The Verbal-Active Method in High School" in R. Hester, ed., Teaching a Living Language. New York: Harper and Row, 1970.

WHAT ARE OUR REDEFINED GOALS IN FLES?

Liliane Lazar, North Senior High School, Great Neck

Continuity might seem like a wild dream when foreign language programs are discontinued, teachers are cut back or phased out, and students are not continuing foreign language because it is not required for college.

How difficult it is to sell a student who has been brought up on "instant cereals," "instant coffee," and "instant gratification" on the idea that to be successful in foreign language, he needs to take it for eight or ten years! Maybe we have been asking for the moon when we insist on a complete sequence from third to twelfth grade. After all, Berlitz claims to teach a foreign language in just so many weeks or lessons. Maybe it sounds ridiculous to the uninitiated for us to say we can not give a thorough grounding in less than eight years.

When you ask a student why he continues to learn a foreign language, his answer will invariably not include very long-range goals. Usually, you will hear

"Learning French or Spanish is enjoyable," "I like my teacher," or "It's easy to learn." Sometimes you find: "Mother (or Father) wants me to" or "My sister learned it," but this type of answer is usually indicative of a short-term student. I am not advocating that students start a foreign language in the tenth grade--far from it. I believe strongly that FLES is more important than ever for enjoyment and immediate and long-term gratification.

Perhaps in these hard times for education in general and foreign languages in particular, we have to be flexible. If we cannot have a 20-minute daily lesson in the elementary school, then a weekly 40-minute lesson or two 20-minute lessons are better than no program at all. I am sure we agree that even limited exposure to a foreign language is better than nothing. In my opinion, the most important aspect is attitude--a taste, a desire for knowledge of another tongue. If we wait too long, this attitude may never develop. For that reason I have tried to do everything I can to reach students early in their school experience.

After the FLES program and I were phased out of my district for economic reasons I was fortunate to find a place in the high school. Hoping to find another way to reach the elementary school student, I initiated a program with the assistance of an elementary school teacher who is aware of the advantages of early exposure and the encouragement of my chairman.

In this program, 10th-grade students actually teach a group of six to ten fifth graders who elect to study French. Each high schooler travels to the elementary school once a week during his free period, preparing his own lesson and teaching aids, and providing his own transportation. The program started modestly on an experimental basis with the class meeting once a week for a 30-minute period. The teachers, the high schoolers, and the students found the program worthwhile and were all so enthusiastic that it was resumed for a second year, continued in the sixth grade, and expanded to two other elementary schools.

Up to the present, the 10th graders have not been given any extra credit for their teaching. Their only motivation has been their enjoyment in using French and working with children. Next year, we plan to consolidate the program by having the high school students receive ½ credit for their teaching. The elementary schoolers after two years will enter into the second semester at the junior high level.

The high school students who volunteer to teach French are usually responsible, capable, and interested French students. The effect of the program has been marvelous in highlighting their enthusiasm for foreign language. The elementary schoolers are also enthused and have been learning rapidly for the amount of instruction they receive. They realize that participation in the program is a special privilege and find little "generation gap" with their teachers. When queried as to what they think of their language program, the fifth graders have responded with such comments as: "I want to have her as my teacher next year," "She makes learning French fun," and "I would like to continue French in the junior high school."

The syllabus and techniques the high school students use in their teaching are similar to what they experienced when they were in the FLES program--this is real "continuity." Every two weeks, we hold a meeting where I coach the 10th grade "teachers," and they respond with their problems and suggestions. I also do some auditing of classes and offer my comments.

The high school "teachers" have been teaching the elementary schoolers speaking only. Reading and writing have not yet been attempted. Many learning games and activities are used to teach verbs and structure informally. While they have used such activities as dialogues with a puppet, the most successful activities are keyed to direct involvement by the students in a learning activity.

When evaluating the goals for FLES, I asked myself what the most important single factor was for determining continuity through the high school; I came up with an answer as original as motherhood: a positive attitude. Of course, we all want our students to have a positive attitude, but how do we foster and develop a positive attitude in each student? I feel that the positive attitude has to come from the teacher himself. I do not mean to say that the teacher only has to be enthusiastic and interested; The teacher has to have a responsive attitude toward his or her students. So much is communicated not by words, but by the way we act with out students and our attitudes toward them:

Do we believe that what we teach is important?
Are we involving each student or covering a program?
Are we providing different experiences?
Are we being flexible to students' needs?

These are difficult questions to answer; if you can answer them positively, you probably do not have any serious problem with continuity. But, if you answer some questions negatively, you may need to learn more about how to develop positive attitudes in students and teachers.

Above all, it is at the FLES level that we have the opportunity to stimulate interest, to develop a positive attitude, to build habits when students are more open to a new experience and less conscious and analytical of their own performance; later, they often become "set about their own strengths and weaknesses. It is at the FLES level that we have the opportunity to build active participation and confidence in how to succeed in a foreign language.

WHAT ARE OUR REDEFINED GOALS ON THE SECONDARY LEVEL?

Robert J. Ludwig, Mont Pleasant High School, Schenectady

The goals of secondary school foreign language programs continue to be firmly rooted in communication skills. Students want to be active, so that any thrusts in the area of over-emphasis on listening comprehension and a diluting of effort in speaking must be skillful in classroom management to utilize the techniques of large group, small group, and dyadic relationships to forward instruction best.

The emphasis on the learner and the de-emphasis of the teacher as the central figure require a re-orientation of teacher behaviors. The teacher as a guide, resource, stimulator, trigger, and heuristic agent requires a total re-examination of what constitutes personal satisfaction on the job. The humanization of instruction means that sensitivity to the ways in which each individual help himself toward the objectives is an imperative in the new designs we are creating.

For too long, students have been kept under wraps in the memory phase of cognitive learning. We must learn to develop skills to help move students to higher forms in the Bloom taxonomy so that those who possess the competencies may be more effectively challenged to pursue longer sequences.

It is understandable in the panic of lowered enrollments, budgetary hatchets and certain student pseudostances with respect to input that there has of late been a tendency to keep up with the Joneses in mini courses, e.g., the cooking of sauerkraut, the dressing of dollies, and the building of model Caravelles. Such activities, whenever developed, should be most carefully scruntinized in terms of foreign language behavioral objectives.

The interdisciplinary possibilities of foreign language remain sparse and largely insignificant in the present state of affairs. What is implicit here is that the foreign language curriculum should provide an eclectic course of study so that the interests of individuals and group presentations center around varied areas of knowledge. Over-specialization at the secondary level would seem unwarranted. Skills development should take precedence.

The field came to realize that upper levels should not be equated with deep literary studies; that approach resulted in diminished enrollments, the absence of boys, and minicollege courses. The choice of reading materials became more contemporary, more individual and group-interest centered, and more susceptible to spontaneous discussion on the student's experiential level.

The cultural component is receiving, and must continue to receive, heavy emphasis in overall objectives. The ultimate understanding of self through understanding the likenesses and differences of others in a major direction of the foreign language teacher's presentation. We have, through increased travel abroad, become much more expert in the deep culture, and it is obvious that foreign language teacher competency requires this renewal on a continuous basis. The attitudes, values, aspirations, concerns, customs, and judgments of another people have become much more significant in emphasis than an inventory of dates and contributions.

Our methodology has become much more varied and much less stereotyped because, in emphasizing the learner, we have come to realize what great differences there are and that many methodologies are called for. We came through the "not-a-word-of-English" and "grammar-is-a-dirty-word" phase of the early sixties to a much broader concept of "what makes Johnny tick" and "how we move Jane from A to Z" and not from A to B.

Often we become enamoured of jargons and terminologies and go off on "kicks". The great master teachers are those whose impedimenta are broadly based. We tend to jump on bandwagons only to jump off of them after many trying moments. Let's take the concept of LAPs, certainly a headliner today. For some groups, for some children, for some behavioral objectives, for some teachers, LAPs may be a very valuable approach to a learning problem. It is a device which we must all be familiar with and utilize as seems fitting to the achievement of a particular set of goals. We must mesh a multitude of approaches to keep motivational input at a high level.

The language laboratory was much abused in the sixties and its potential never fully realized. In the seventies, the use of the cassette recorder for greater individualization is a trend, and the sophisticated labs are only effective

when programs really involve the student in both a challenging experience and a practice situation which has varied components in the 20-minute segment.

The foreign language paraprofessional as an important classroom adjunct may become a necessity in the future as the need for small-group leader figures becomes an imperative in the educational designs we develop. With bulging groups of 32, we are truly stymied without a ratio of communication leadership which makes it possible for students to express themselves on a more frequent basis.

Above all, we must never forget that while learning must be pleasureful and relationships are the currency of a classroom, foreign language learning requires hard work and no miracles are presently on the horizon to negate that. We need to inspire the concept over and over again that the pursuit of excellence is not only a classroom imperative but a national imperative, and that as teachers we need to stick firmly to standards and stretch our students, but do so in such a way as to gain their enthusiasm, interest, and desire.

The foreign language teacher in the secondary school must be thoroughly knowledgeable concerning the learning continuum. He must see himself as a part of a total fabric. The need to truly articulate from level to level was a lesson of the 60's to which better understanding, acceptance, and implementation must come in the 70's. We will stand or fall together, and each member of the team has extraordinary importance.

In concluding, I would like to emphasize again that good learning and good teaching occur when a given set of circumstances obtains or is constructed. I have every confidence that the dedicated members of our profession will have the vision to meet the challenges of the days ahead.

WHAT ARE OUR REDEFINED GOALS ON THE COLLEGE LEVEL?

Sonja Karsen, Skidmore College, Saratoga Springs

> Change does not necessarily assure progress, but progress implacably requires change... Education is essential to change, for education creates both new wants and the ability to satisfy them.
>
> Henry Steel Commager

The status of foreign language study in colleges and universities across the nation is of vital importance today as we face a future fraught with uncertainty. It is a fact that the negative national trends in foreign language study which have predominated since the late 1960's continue to prevail. "There is little question that the 1970's will be another difficult period for language teachers, and indeed for the public schools, as colleges try to reevaluate the proper place of such study in their curricula."[1]

Faced with declining student interest and stiff competition from such new subjects as minority studies, 45% of the colleges and universities between 1966 and 1970 modified, reduced, or eliminated their entrance or graduation requirements. In view of this generally dim outlook we must ask ourselves whether it is going to be possible to exist at present levels, or will we lose twenty years of growth and progress and revert to the level of a marginal field of study? A new look at the structure of our programs and a rethinking of our goals is, therefore, a matter of the highest priority.

If we are to survive as a profession we must consider expanding our service function as one of our more immediate goals. In a world made progressively smaller by modern means of communication, there is a need for Americans who speak at least one language in addition to their own and who understand the culture of which it is a part. President Nixon's trip to China early in 1972 and the beginnings of a diplomatic exchange this year foreshadow the gradual normalization of relations between the two countries. Yet, there are very few Americans[2] who have studied or are studying Chinese and who would be able to interpret or do business in that country. The same is true for other parts of the world. In order to function effectively in Europe, American firms must have personnel with linguistic and cultural understanding. It is a fact, however, that too few of such highly trained people are available.

One reason is that colleges and universities have not provided programs geared to the needs of commerce and industry. The time has come when foreign languages should no longer be taught for the student's cultural enrichment alone, but rather should help him get oriented for a career. In other words, the goal should be language ability coupled with a salable skill. This kind of program would also lead to interdisciplinary programs in which studies in Business Administration, Government, History, and the Natural Sciences would be combined with foreign languages. Such a broadened outlook would infuse new life into existing programs, provide us with a much more substantial justification for our existence, give our students a more individualized education, and enhance their potential as job seekers. This aspect is particularly important in view of President Nixon's statement that "the youth of today will live in an age of unparalleled international exchange and cooperation and those who have studied a foreign language will be better prepared to help this nation work with others to build a better future for mankind."[3]

But even for students majoring in foreign languages the goals have been redefined and several options are now open to them. An up-to-date department should offer courses in these three areas: language, literature, and civilization. The offerings for majors should include advanced composition, phonetics, stylistics, introductory courses in linguistics, and philology. Literature courses should no longer be of the survey of selected masterpieces, century or genre type but focus on ideas, issues, and problems that have relevance to today's world. In the area of civilization, courses should deal with the historical, socio-economic, and cultural setting of any given area or countries studied. Wider use should be made of independent study to allow the major to concentrate on a special author, period, or problem in literature, study a problem in linguistics or philology, or permit him to delve into any aspect of civilization ranging from Inca society to an analysis of Argentina's recent presidential elections.

Foreign language departments can diversify their offerings still further; another of their goals should be more courses in English. Why should we not make available to all students the wealth foreign culture has to offer by attracting them with such unconventional titles as "The French Writer and the Non-European World," "Literature and Revolution," "The Culture of Latin American," "The Art of Translation," "Artists and Defenders of Democracy," and "Nobel Laureates of the Hispanic World?"

The goal for foreign language teachers should be to consolidate the "gains of recent years by linking these newly-forged language skills with humanistic learning, with the total curriculum, with the general intellectual life of the individual student." [4]

---

[1]Aldo S. Bernardo, "The Future Language Teacher and the Liberal Arts," Language Association Bulletin 23, i (1971): 20.

[2]See Peter Boyd-Bowman, "National Program of Self-Instruction in the Critical Languages: Final Report 1971-72," Bulletin of the Association of Departments of Foreign Languages 4, iii (1973): 50-56. In this article he states that of a total enrollment of 1024 for all languages taught in the self-instruction program only 204 elected to study Chinese.

[3]President Richard Nixon in a letter to Dr. Herbert Lederer reprinted without date in the Language Association Bulletin 24, i (1972: 6.

[4]Robert Streeter, "A Multilingual America: The Continuing Challenge," Bulletin of the Association of Departments of Foreign Languages 4, iii (1973): 6.

WHAT ARE OUR REDEFINED GOALS ON THE POST-GRADUATE LEVEL?

Paul Pimsleur, SUNY at Albany

I cannot speak of trends in graduate education in general, but I can speak with some assurance about trends in graduate education at the State University of New York at Albany. Perhaps some general directions will emerge from these specifics.

Trend One: Diversification

More of our teachers are preparing themselves in a second language or in another field in addition to their first language, so as to be more attractive on the job market. I can think of graduate students who specialize in French and English-as-a-second-language, in Spanish and Bilingual Education, in German and Social Studies, etc. I am not entirely happy with this trend; there is the danger that a person's proficiency in two subjects may not be equally high. If I were a high school department chairman, I would like to hire a French teacher who loved French culture, had lived in the country, and wanted to communicate this love to others. But, I do understand the economic considerations that are

forcing chairmen and new teachers in the direction of dual competency.

Trend Two: Performance Emphasis

In our undergraduate methods courses, we emphasize performance over theoretical knowledge. We build our courses around micro-teaching, use of videotape for teach-and-reteach exercises, and regular participation in the schools. Frankly, this means leaving out, for want of time, some elements that have traditionally belonged in methods courses. We make short shrift of the history of foreign language teaching, and we make little effort to review all the major methods. We feel our first obligation is to be able to say, at the end of the methods course, that each new teacher has practiced--and to some extent mastered, the bread-and-butter techniques of language teaching--dialogue presentation, question-and-answer, pattern drilling, use of visuals, preparation of culture capsules, oral testing, and so forth.

Trend Three: Competency-Based Certification

The trend toward performance criteria in teacher training parallels a trend toward competency-based certification of teachers. The traditional system of certifying teachers on the basis of courses they have taken is coming under increasing criticism, and the demand is growing for a new system that would certify teachers on the basis of demonstrated competence in the classroom. What form this new system will take no one yet knows; we are watching closely the ground-breaking work being done in math and science by our colleagues, and we are cooperating with the American Association of Teachers of German, which has taken the lead in trying to develop a viable method for competency-based certification of language teachers. These efforts are still in their infancy.

Trend Four: Individualized Methods

In our graduate courses, both at the M.A. level and beyond, we have abandoned the notion that there is a right way to teach languages. Instead, we attempt to develop each teacher's potential along lines best suited to his or her abilities and interests. Teachers are encouraged to be innovative, to try out new teaching methods. At the Concord Hotel last October, five of our graduate students demonstrated techniques they had developed for teaching listening comprehension to small children, for using foreign gestures in the classroom, for maximizing interaction through various seating arrangements. At the May 1972 meeting of Capital Area teachers at Skidmore College and at the 1973 annual meeting, our graduate students will show techniques they have worked out for teaching Spanish listening comprehension through radio broadcasts, teaching mathematics in French, using community resources to teach Italian, using the telephone for French assignments, teaching sports in Spanish, and other innovative approaches.

Trend Five: Teacher Attitudes

When I hear a teacher say: "I mark a point off for every accent mark because I have explained about accents a hundred times and they should know it by now," I know the students in the class are being polarized into those who can learn to care for accent marks and those who cannot, and that some of them--perhaps most of them--are learning that Spanish is a language, not of living people, but of

arbitrary and capricious spelling rules. They will drop out at the first opportunity.

When I hear a department chairman say that he regularly evaluates his teachers by visiting their classes and checking on a prepared form whether their performance was good or bad with respect to such points as "Speaks in a loud, clear voice" and "Always begins with a warm-up," then I sense that this chairman may be creating a climate of fear and defensiveness in his department--when what is needed is an atmosphere of trust and desire for professional improvement.

As long as we had a captive clientele of students required to take a language, we could go along covering our chapters, communicating our love of French or Spanish to an elite minority of academically oriented students, and letting the rest fall by the wayside. Now that language programs are coming to depend for their survival upon demonstrating their relevance and their fascination for a wider range of students, we can no longer afford the authoritarian, punitive, judgmental attitudes that turned generations of Americans away from our subject.

We now need to foster acceptance of different learning styles, tolerance for errors, setting different goals for different students, placing the student's development first and the chapter-count second. I believe these should have been our attitudes all along, because they are the only ones worthy of an educator in a democratic society. The fostering of positive, encouraging genuinely emphathetic attitudes--without descending into permissiveness, laxity, and abandonment of our traditional values--I take to be one of the most delicate, yet most essential tasks of graduate education in the 70's.

PERSONAL SUCCESSES IN FOREIGN LANGUAGE TEACHING

Patricia Sweet, James Farley Middle School, Stony Point

It was exactly 5:13 in the morning. The date, 18 April 1906. A cow was standing somewhere between the main barn and the milking shed on the old Shafter ranch in California. She was minding her own business. Suddenly the earth rumbled, the sky darkened, and trembled; when it was over, there was NOTHING showing of the cow but a bit of her tail sticking up.

Might not the old Shafter cow be a symbol of our own times--the cow grazed quitely enough--having gentle thoughts as cows are likely to do--while gigantic forces outside her built up around her--and within a minute those forces were unleashed in one great movement of the earth, destroyed a city, and swallowed her up.

I listened to these thoughts one Sunday morning from a church pew and could not help but think that this was a French cow, a Spanish cow, an Italian cow, or a German cow. It symbolized all languages and what is happening or might happen to those languages.

Just swallowed up early one morning. We've seen it happen. Every year new programs are shut down, tracks are eliminated. If we sit back like the grazing cow, minding our own business and thinking our peaceful thoughts, we too will be

swallowed up.

So we have to stop grazing and chewing our cud. We have to take action. I am here to help you go back to your respective schools and communities and take action. Having worked 18 years in the field, from grade 4 through grade 12, I would like to offer some suggestions for lines of action you might take. Accept what you can from these suggestions, change items to fit you and your particular circumstances, but do take something back with you today--at least the intention to begin a policy of action.

There are basically three areas in which you want to operate (1) the students before you get them in class, (2) the students once you get them in class, and (3) the school/community surrounding you.

How can you reach the students before you get them in class? Try any or all of the following:

Make arrangements for a group of your best students to go into the fifth or sixth grades once a week and give the elementary students a taste of the language; work out lesson plans with them or have two students responsible for each week--plans which include AV materials, games, puppet shows, coloring, map work, etc. You will be surprised at some of the ideas your students will have for helping put across the message. They are proud of their particular language and want others to be proud of it and interested in it also.

Keep your ears open for an elementary teacher who might be studying "your" country. Ask to bring a group of students into her room to help with the learning of culture. They could give a geography lesson, teach a few words, perhaps a song, even a dance. What about foods or piñatas? At first, you might have to do the investigating and asking, but if your program is a success, you'll be asked back and back and back.

Three years ago my students went into the fifth grades which were housed in our building at the time. I arranged for the Spanish classes to be involved, and we offered five weeks of French and five weeks of Spanish. Then, last year, the fifth grades moved out, but we were asked to continue our program. The district provided a bus for my students. As a culminating activity, the eight graders went on cable TV with their fifth graders and played teacher before a live audience. Who knows what this year will bring?

Last November, I received a call from one of the elementary teachers who was planning an International Day for all the fifth grades. He wondered whether I might have some group to give a program. With very little effort on my part, but lots on the part of the students, I was able to send over--via PTA mothers--two puppet performances, one of the three Bears in French and one about Louis Pasteur in English. My seventh graders were given the day off from school, put on six separate shows, and were taken on a tour of the new building by the principal himself--who also invited them to lunch as his guests. Will this stir enthusiasm for language learning? Indeed!

Have you thought of inviting the six graders into your language classes in the Spring, or of letting them use the language lab? How about a short personal visit to each class--perhaps with a guidance counselor--to talk about the languages offered, what is expected of your students, what types of things they will be

learning.

Several schools in my area are planning language fairs to which six graders and their parents will be invited.

Every year our language department puts on a play which is in English but deals with some international intrigue. The entire school is invited, and we have playbills and announcements over the loud-speaker. This calls a great deal of attention to the language students and gives children one more reason to take a foreign language.

Once you get these excited, enthusiastic youngsters in your clutches, don't think the battle is over. Now your job becomes one of maintenance. How can you do this?

First of all, remain enthusiastic yourself! Change your pace, vary your program, try not to become bogged down in the grammar and dry essentials of language learning. How do you yourself react to tedious tasks? Are your students any different? They will react favorably to you and your language program if you react favorably to them.

Every time I hear of a student receiving 28 or 35 for an average, I want to cry for language teachers. It's not the child who fails, it is we. Every other teacher on our faculties is required to take the child from where he is and move him along as far as possible. Why should we be any different? The old idea of only the elite taking a language is long gone. We owe it to every student to learn to accomplish something in the other tongue. This may sound overly idealistic to many of you. After being a regimented, screw-in-the-seat, lock-step teacher for 14 years, it was necessary to change. I made up my mind to do it, and I did it. It only took about four years to work out a reasonably suitable change in program. You might do it faster.

Is there a way that you can eliminate the sterile classroom atmosphere and make your room a real "home" to the students? Line your windowsill with plants, set up a game area, steal a comfortable chair from the teacher's room for a reading area; I even brought a kitchen table from home for group work. The students identify with their language room. This might sound corny but it really works. We have a little paper awning over the door with "Chez Nous" written on it.

I have taught students to handle the console and tapes (and have nearly forgotten how myself) and can report that after four years of constant student handling, the console is just as good as it ever was. Hard to believe? Not really. Students <u>are</u> responsible and enjoy every minute of it. The students are also allowed to use the room during their lunch period--this happens to be my lunch period as well. Every day there are some 20-30 students listening to tapes, helping one another, reading, taking tests. This feeling of belonging is very important.

We have an annual banquet for French students. Each class prepares at home its own soup, hor d'oeuvres, entrée (usually chicken in wine sauce or beef burgundy), vegetable, cheese, French bread, fruit, and dessert. Just before Christmas we use the Home Ec room for the day and each class brings its food in the morning to be served during the French class. This always requires some minor

changes in class period times but works out very well. The best students are chosen to be Maitre d'hôtel, waiters, and waitresses. However, they must agree to speak French all day. We write personal letters of invitation to all the administration--both in French and in English--and we also feed our entire faculty on that day. As a matter of fact, several faculty members bring French foods to help out. This is an exhausting day for teacher and student helpers but one which pays great rewards in providing camaraderie and culture learning. It also gives the seventh graders something to work toward in eight grade, as only the best speakers are chosen for the jobs.

Along these lines, I have organized a banquet for the past two years for both French and Spanish students in eighth grade. We go to the local Elks Club--which happens to have a French chef--and spend the evening eating well, dancing, and enjoying one another's company away from school. We also invite the high school language teachers and the coordinator.

Throughout the year, watch and listen for areas in which your students might perform. The more publicity you can get for them the better. Our Teachers Association sponsors a weekly cable TV show; recently five seventh graders and five eight graders were able to demonstate segments of a typical class. What a beautiful job those children did! We were asked to repeat that program for the PTA. Our school puts on an annual Follies show with songs and dances by students, faculty, parents. Twelve of my students performed a French-English song called "The French Lesson," complete with choreography and costume. 2000 people came to our Follies this year--on the program was "The French Lesson" by the French students. Every little bit helps!

So far, we have talked about our students as "befores" and "durings". We might not like to admit it, but if ACTION there is to be, it must also be directed beyond the students to their parents and the local school boards. When budgets get tight, as they are doing every year, language is a hard-hit area. Who will be on our side? Can we guarantee ourselves community and parental support? Let's discuss some possible projects that would make us and our language important to the faculty and community.

Be sure to keep your parents informed of what their youngsters are expected to do and are doing. Work out a unit or lesson report card which goes home for each child as he or she completes the work. In it, list all grades for both oral and written work, any cultural projects required and comments. This should be signed by the parent, returned, and filed for future reference.

Become an integral part of your school. Organize--if possible--a wide-based activity which involves more than just your department. Last year, I organized a day we dubbed "Flight Day." There were no classes or bells; instead, students scheduled themselves on "flights" to various countries or realms of the imagination. Teachers organized these flights to suit themselves, some fitting with their curriculum and others with their interests. We used the gym for a terminal, had stewardesses, announced flight departures every 40 minutes, had a Duty-Free Gift Shop and an International Café. This was total culture-steeping, the creation of an entire faculty, the delight of students and teachers alike. This year we have planned another Flight Day.

As a final suggestion for action, let me tell you about our Fair. Last year, a Spanish teacher and I decided that the county needed to pull together and bring language study to the attention of the public. We arranged to use

the Nanuet Mall one Sunday, contacted every language teacher in the county, and drew a crowd of 3,000 people between 1 and 6 P.M. We kept the atmosphere of an open market place and gave each language an area in which to set up cafés, bullfight booths, etc. Each participant brought everything he needed with him--and took it away at the end of the day. Upstairs we had an International Museum. All entries were judged by respected members of the community, such as school board presidents. Winners were awarded ribbons and their names went in the local papers. This year's Fair will add an auditorium area for student performances and a printed bulletin of all participating schools and teachers. We have also built an International House which is "manned" every day for the sake of advance publicity.

I have run out of suggestions. The time is now 5 A.M.; you have exactly 13 minutes before the forces are unleashed. Will you be swallowed up? I hope not!

PUBLIC RELATIONS SUCCESS STORIES

Wilhelmina M. Wiacek, Leaside High School, Toronto

A Toronto headline this past month read "Fewer Ontario Pupils Taking French, Latin; Mathematics Popular." These results have come from the statistics gleaned from a survey compiled by computer since September 1970 in the Ministry of Education's annual record of student enrollment by class.

We are all aware of this decrease in interest in foreign languages. What are we doing about it as language teachers? How can we motivate these students to remain with us throughout the secondary school program--years 9 through 13? The "work ethic" is against us. Forty minutes five days a week provide only the essentials of the average language program devised by the teacher. The student must then absorb the same, retain it and study on his own in order to succeed --there's the rub. That's WORK!

Essentials, then, are not enough. Other means of maintaining a lively interest in the second language evoke the creative talents of the teacher. After the academic work is done, the teacher who is the best PR agent for students in the classroom must introduce a supplementary program that will reach all levels taught. He must publicize such a program so that students are eager, enthusiastic, and truly wish to participate. He must extend the academic program to show the student his latent dramatic or vocal abilities, so that he can deploy such talents before a live auditorium audience of all language students of the school. The latter, in turn, will marvel at the various dramatic vehicles, the characters' acting ability, their fine French pronunciation, the costumes styled by the students themselves, the sets of their own creation, the make-up artistry, etc. All this adds up to total involvement of every teacher of the Modern Language Department, in whatever capacity required, in company with help and advice from other departments in the school as needed.

My so-called "success story" deals with such an event--our annual French day "la journée française"--held last May at Leaside High School. Timing is important; it must not interfere with Music Night, Field Trips, Red Cross Clinics, ets. Otherwise the auditorium may not be available for rehearsals. Students also enjoy this diversion in the last term, which seems to be getting longer every year. By this time, their fluency has improved enough so that they perform with ease in their second language.

Last spring the Leaside High School students organized a morning French assembly which lasted about two hours. It received the best ovation we have ever had. The audience included more than 500 language students, Board of Education members, Ministry of Education representatives, language consultants, former teachers, and a few parents.

The program opened with the French version of "O Canada;" a group of year 9 students led the audience in this. Then our principal, a former science teacher, and the School Captain each expressed in French a few words of welcome to all present. Three plays with musical interludes made up the program. The first play presented by year 10 students was a comedy about the trials of an ambitious barber, "Les Malheurs du Coiffeur," which created a happy receptive mood in the audience so that all were willing to join in the singing of C'est l'Aviron and A la Volette with guitar accompaniment.

The second play, a comedy in the 40's, was composed by the year 136 French class. It was entitled "L'Eté de 49." The plot dealt with a middle-class family whose three daughters, of entirely different personalities, use their own peculiar tactics in pursuing the neighbor's eligible son. Their mother oversees all through a series of mishaps; however, all ends well. It was a real success. This dramatic work--written, directed, and produced by the students themselves with the assistance of their teacher--was part of the composition program of the enriched 13 course, the 2-credit program.

Another musical interlude followed as students prepared the set of Molière's Le Bourgeois Gentilhomme. The plays selected were filled with action and lines which could be understood by the majority of the students. Some teachers had explained the plots to their junior classes before hand. All songs for audience participation were on song sheets. These, too, had been rehearsed in all language classes for a few weeks prior to the occasion.

The successful presentation of a play such as Le Bourgeois Gentilhomme rests with the students themselves. It must be their idea to present it; the teacher acts as advisor. Otherwise you will find they do not make the best effort to attend practices. My year 13 French class consisted of 15 girls and three boys. The winter term had been spent studying the play for content and literary appreciation. They were reminded to tick off the scenes that would appeal to a mixed audience. Immediately after the March break, students voted on the scenes to be presented. Next, auditions to choose the cast were held in class, as the selected scenes were read and judged by members of the class. They soon realized that certain scenes were too lengthy, wordy, or lacked action and hence would not be appreciated by all. A few students had more than one role; occasional stand-ins were also chosen. If they had difficulty learning their lines, they would act as prompters behind the scenes.

Very soon Home Economics students in the class volunteered as costume-mistresses. Since we operated on practically no budget, props were kept to a minimum but all students began the great search--ransacked the attics and trunks of relatives and friends for props, dresses, drapes, wigs, plumes, laces, old sheets, etc. that could be used for the 17th century costumes. A preliminary study of authenticity had been made from history texts, film strips, and documents. Costume fittings would take place in class for approval of the creations.

It's interesting to see how students choose the same scenes from year to year: the minuet, the fencing scene, the phonetics scene, the maid with her master, his wife's arrival, the famous dinner of M. Jourdain with Count Dorante and the Marquise Dorimène, and the Turkish scenes. Since "Le Bourgeois Gentilhomme" was on stage most of the time, the three boys of the class each portrayed this role in various scenes, thus reducing the memory work load. They all did their best and enjoyed the presentation thoroughly, as did all the spectators.

It must be pointed out that the teacher is not always present for rehearsals. If the students have free periods, they can practise by themselves. A record Le Bourgeois Gentilhomme is invaluable as students perfect their pronunciation, intonation, and expression. It is really amazing how they improve over the six-week period. The play presentation is part of their oral program in French and is marked accordingly.

A year 12 student of French acted as the mistress of ceremonies for the entire program. The reception of the event gave a feeling of satisfaction and accomplishment. The audience showed no signs of restlessness; the rapport was genuine, and their frequent, generous applause expressed their gratitude. Here was effective second-language communication among people despite the lack of all the sophisticated communication technology in use today--computers, simultaneous translation, videotapes, recorders, TV.

The school Prefect concluded the program with her personal thanks, expressed in French, and her message to all to speak French throughout the day. The school's auditorium and corridors were decorated with French travel posters, native flags, red, white and blue bunting fans, posters with Astérix characters emphasizing the motto of the day--Parlez français. Other teachers from the Math, Science, Geography Departments used a few French sentences in their classes, so that there was a general awareness of bilingualism for a day. French pastries, tea, and coffee were served to guests and staff involved after the auditorium activities.

A final outcome of la journée française was the idea for International Evening the following week, when the school cafeteria was transformed into a cabaret with red-checked covered tables, candlelight, and walls and stands displaying posters and crafts of many nations. The program consisted of folk music and dancing--Greek, German, Yugoslav, Scottish, Armenian, Philippine (French songs were again used). A French sidewalk café offering delicious pastries was set up in the corridor; native foods of all nations represented were relished at intermission. Friends and relatives filled the cafeteria to more than capacity. Their enthusiastic reception was indeed reward for a teacher's effort to foster interest in multilingualism.

HOW TO INFLUENCE A COLLEGE ADMINISTRATION IN FAVOR OF FOREIGN LANGUAGE PROGRAMS

Sidney N.J. Zelson, SUCNY, Buffalo

Several factors have operated in the past few years to bring about lower enrollments in foreign language classes in high schools and colleges. The abolition or reduction of college entrance requirements has had a series of effects:

lower high school enrollments, fewer students continuing in college language programs, less demand for language teachers, and fewer language majors. The lowering or elimination of degree requirements in our field has contributed further to the curtailment of many college programs.

It seems useful to review current trends in higher education which have affected our subject-matter area:

(1) a recent liberalization, for its own sake, of general education requirements;
(2) student reaction against foreign language courses as being "irrelevant";
(3) competition for the students' time and attention from other areas that have much to offer, both in interest and in vocational opportunity;
(4) students' greater concern for vocational training than for a "liberal" education, particularly among minority groups and among less affluent segments of our population;
(5) resistance to the rigors of a language course, which requires more study with a greater degree of regularity than that needed in many fields, especially at early levels;
(6) cutbacks in support of higher education that have often influenced administrators to be guided by cost-accountability factors. Though many may be sympathetic to the aims of a well-rounded foreign language curriculum, they must decide upon where to put a limited amount of money. They often feel obliged to favor that area in which the money and resources seem to benefit the most people in the particular institution. The types of teaching-learning tasks involved in the particular discipline and its less apparent, more indirect, or long-range benefits to society may not be considered.

Several recent trends in higher education, which we can do little or nothing to control, put us at a disadvantage in the whole college curriculum. The more vocationally-minded and the less academically-oriented the student body is, the more acute the situation often becomes. Unfortunately, that group is precisely the one that might benefit the most from a liberal education.

Since the 1840's, colleges have sought to establish programs of general education. Educational leaders since then, and long before then, including those not in the foreign language field, have felt that the study of modern and classical languages should be part of the experience that helped a person acquire a "liberal" education. A more recent model for such a program is one in which an individual develops himself in several "realms". In that approach also, the study of foreign languages and cultures has much to offer.

Several classes of goals for foreign language study appear frequently in the literature:

(1) to satisfy an interest in how language works;
(2) to increase one's understanding and appreciation of another culture;
(3) to enrich one's personal culture through the study of the literature and philosophy of another people;
(4) to acquire the skills of communication in another language;
(5) to gain a tool for research;
(6) to earn a living as a teacher of the language, as a professional for whom language training is a primary element, or as a worker in a professional, commercial, technical, or service endeavor for whom language training is a secondary element;

(7) to fulfill entrance or exit requirements for a program of some kind.

Another point that is often made, perhaps a stronger one than any of the others, is that some study a second language simply because they find it enjoyable.

The study of language and culture will, in its natural course, provide learning experiences of many varieties and levels. Language learning involves tasks of memory, convergent thinking, divergent thinking, and synthesis. A reasonable set of goals can involve every class of the cognitive and affective domains, and some in the psychomotor domain as well.

We like to think that the study of a second language helps one to look at his neighbor with a greater understanding, or with a more open attitude at the very least. It should make us more aware of and receptive to cultural and linguistic diversity in the rest of the world and in our own country, to which the term "melting pot" may no longer be usefully applied.

However, we may need to look carefully at our programs. Are many of the previously suggested goals likely to be realized in the curricula we have established? Has a literary orientation dominated the pace of our beginning and intermediate sequences and the content of our advanced offerings? How well do we teach the lower-division courses? Do the students get a sense of accomplishment from their efforts? Is the pace such that those without a superior language aptitude can still succeed? If we put our house in order, we are in a much more defensible position from which to seek support.

Perhaps one of the most useful things we can do is to remind an administration of the unique nature of our field of study. At a recent discussion of college curriculum, a participant was heard to say, "What if we had to teach them something they don't already know?" A foreign language faculty is faced with exactly that problem.

Students must learn new sets of discriminations and form new points of view and new concepts, in every skill and subskill. They face a new sound system which is often in conflict with that of their native language. They need to learn a vocabulary which may correspond to English, but often will not, or which may roughly correspond, but whose overlap will frequently differ. The student needs to learn a new set of structures that are frequently at odds with those of his native language. Furthermore, whenever he performs other than mechanically, a language learner has to combine numerous behaviors, whether in listening, speaking, reading, or writing activities, and with a reasonable speed. In an utterance that has to be newly constructed, a student may easily have 15 or more items to retrieve and decisions to make; several may present problems to be solved. In other words, the foreign language student has to acquire new units in vocabulary, syntax, phonology, and morphology, for which there can be positive transfer, negative transfer, or no transfer, or a combination of the three within a given pattern, in a system that has little logic from the point of view of an English speaker. He must then choose from the many features and elements he knows and put them together properly and within a very limited time.

While many disciplines are as intellectually demanding, and require a certain aptitude as well, for any student who wishes to reach a high level of achievement, none presents our peculiar set of needs. A foreign language student must

have opportunities to perform, to be corrected, to hear explanations. Of necessity he has a dependence upon his class and upon his instructor for skill-getting and for skill-using that is not common to other areas. Foreign language class participation cannot be replaced by reading, re-reading, extra writing, extra study, or research, except in the case of the unusual student. Even a large class puts serious limitations on each student's chances to gain facility and proficiency, especially where he seems not to have an aptitude. Furthermore, beginning college classes are often substantially populated by the selectively inept: the student who had unfortunate experiences in his high school class or the one who stayed away from it from one reason or another.

Since language training is exacting in its own way, and as the road is long, students often reject it in favor of others. Its sequential nature makes the decreased enrollment at the next higher level all the more visible. It stands to reason that if a student must decide among several courses and one presents more immediately apparent demands than others, he will choose others unless he is highly motivated.

It is incumbent upon us to develop our courses to present material at a realistic rate and to give a student more immediate satisfaction in terms of goals achieved. We need to use activities in which the student becomes aware of having learned something. The goals need not be trivial, but they could be intermediate steps in his progress toward objectives in any of the skills and within a given unit of the text. It might be useful to tell the student what he will be responsible for in the section of his text and how he will have to demonstrate his competence in the use of the various elements treated.

The literary orientation of the program and of the language faculty has dominated the pace and content of early sequences and hampered, if not prevented, a diversification of the curriculum. A proliferation of courses at the advanced levels, aimed more at giving the professor the opportunity to teach in his field of specialization than at giving the student what he wants or needs, has played its part in creating small classes which have been targets of many an administrator. A department may find it useful to regularly schedule fewer advanced courses with a variety from one semester to the next. In that way advanced students would be channeled into fewer classes, thus making for a larger group in each. Naturally, this would require faculty to teach more courses and to take turns in more than one is interested in a particular area.

A lesser variety of offerings in advanced literature may allow for a diversity of courses in language skills, culture, and those of a more service-oriented nature that may attract students from other departments and members of the community. The department might note the various fields of specialization of its students and make efforts to select and prepare particular types of courses that might be of interest to, e.g., elementary education majors, business majors, engineering students, social science majors, fine arts majors, and other such groups.

Reading courses are common offerings. Maintenance-of-skills courses are a possibility for those who have studied language earlier but who do not choose to move t a higher level. Commercial Spanish and Technical Writing are offered at some community colleges. The use of aids could also serve a useful purpose. They may be tutors, drill instructors, informants, or language house assistants, and they might direct activities in which they have become competent in their

own countries. Our departments could offer study at night in elementary and intermediate work, and in other "skills" courses. The community might be interested in many such courses, provided lines of communication were established and maintained. A good, basic program taught at night could be very valuable in itself and for its public relations potential. Mini-courses may attract students, part time as well as full time. "Travelers" language courses could provide an introduction that might deaw greater participation in the language program. Aides and members of the community, as well as faculty members, could contribute to the selection and preparation of short courses.

Foreign language departments often have the expertise to develop and teach "Languages of the World", various literatures in translation, mythology, and culture and civilization courses (taught in English) which could appeal to the entire student body. Studies in "ethnicity" have not been widely developed, except for Afro-American studies, "Chicano" studies, and an occasional study of another ethnic group. With a heightened realization of the many groups that are among us, such a thrust seems fitting in any present-day educational institution.

One of the most desirable possibilities to explore is that of involving a wide base of the student body in a language minor. As a major field, foreign language has a very limited appeal, but as a minor it could well run into the thousands. A language proficiency, as a companion skill, could enhance a person's career training immeasurably, not to mention its potential for enriching his life, though it should be recognized that the former consideration would be the stronger.

Many faculty, inside and outside the language department, will resist many of the above proposals. A department could very easily become overextended. However, if it is to be a service to a college and to a community, as well as to its own majors and minors, it will be overextended by definition. In the past, many a foreign language department has been primarily of service to its own faculty. Certain changes might put it in the mainstream of the college curriculum, which it took itself out of in past years.

The writer would suggest that there is very little that we can say to a dean of a college, division, or faculty other than to clarify the goals of our program and the benefits available to students in a well-rounded and well-taught program. We do need to convince a college administration of the fact that our problems in the teaching of our discipline are uniquely ours, and that, therefore, certain considerations cannot fairly be applied to our field as they might to others. However, there is a great deal that we should be able to do to help ourselves, even in the area of cost-per-student-per-credit hour.

Perhaps college administrations have followed the path of least resistance in lowering requirements in many subject-matter fields. It is possible that in a few years there will be changes back to a more traditionally-oriented program of general education. However, is there reason to anticipate it? Maybe we will never again have the support of a language requirement. Under the circumstances, we may best be able to influence a college adminstration and a student body in favor of foreign languages by our actions rather than by our words.

THE LESS-ABLE STUDENT OF FOREIGN LANGUAGES: HETEROGENEOUS VERSUS HOMOGENEOUS GROUPING

Ricardo A. Angulo, Briarcliff Manor High School

Some years ago, I taught emotionally disturbed and retarded students. Since then, I have become a firm believer in the theory that if a person can speak one language, he can learn another language, although the grade of proficiency will vary with each student's capabilities. However, we teachers have been setting goals and demanding the fulfillment of these goals from our students in a prefixed time period, without allowing for individual differences. As a result, Johnny fails and Mary drops out because of the time pressure imposed.

Aware of this situation, we have tried to group our students according to their abilities. This so-called homogeneous grouping apparently solved the problem of variations in ability, but disregarded the personal motivation of each student--which drives some students to reach still further goals than those set by their teachers while perhaps directing more capable students to fall behind their natural, more rapid pace.

I believe that with homogeneous grouping we merely create stereotypes. This works against the very students whom we, as educators, are supposed to help and guide.

How can we solve this situation? I believe we can accomplish this by humanizing our approach through the implementation of an individualized program in which students are placed in a heterogeneous group wherein each student advances at his own speed, according to his individual capabilities, with set goals of achievement, and a pre-set time in which to attain these goals under a teacher's guidance and understanding.

Students work in a programmed-instruction situation implemented by the various learning packets created by the teacher. These learning packets must be simple, clear, direct, and objective.

The teacher alone cannot conduct an individualized language class. He should be assisted by capable paraprofessionals, student teachers, and peer teachers. The teacher coordinates and guides this learning environment, awakening and stimulating the student's interest. Freed of the daily homogeneous class routine, the student discovers the new world which unfolds when one learns another language.

Students rebel when they are compelled to learn by repressive and closed mediums--and rightly so, because we learn in spontaneous ways whatever has intrinsic meaning to us. This is why we have to establish direct contact with each student: to enable us to inspire and motivate him. When a student is convinced that he can advance further, he will put more effort into his work.

At Briarcliff we have individualized our language instruction. Thus, we are able to meet the needs of our students. This method brings a great deal of satisfaction to each student. His confidence develops, and he grows in his

ability to overcome obstacles through his own effort with his teacher's guidance.

In our foreign language department, no one is a failure. All students--slow, average, and bright--are achievers according to their individual capabilities. They all achieve success in the learning of a foreign language with a level of proficiency in harmony with their personal capabilities.

We offer the basic levels--first, second, and third--in individualized heterogeneous groups. The group size varies according to the number of student teachers, peer teachers, and paraprofessionals available.

The advanced levels--fourth and fifth--are offered in quarterly, elective mini-courses which encompass a variety of cultural areas and are offered in accordance with student enrollment. Students then make up their own program choosing the electives that interest them most. At Briarcliff, students anticipate the learning of a foreign language with such a joy that many, after beginning one language, enroll in another language course. As a result, many are taking two languages at the high school level.

With this approach, we not only have enlarged our foreign language enrollment, but we have also awakened a strong enjoyment in learning languages; a feeling that vibrates throughout our school.

STUDENT-CENTERED LEARNING: AT WHAT LEVEL OR LEVELS IS IT MOST EFFECTIVE?

Stephen L. Levy, John Dewey High School, Brooklyn

There are broad and varied interpretations of individualization of instruction. Gerald E. Logan explains the varied interpretations in his chapter entitled "Curricula for Individualized Instruction" in Volume 2 of the Britannica Review of Foreign Language Education. He states that in some programs individualization is a matter of the rate at which a student can learn a set course of study through which all students must progress; in others, individualization consists of the traditional "lock-step" operation with the individualization consisting of individual- or small-group help for students with specific problems in keeping up with the class; in others, grouping is based on common goals or similar aptitudes; in still other programs, we find such approaches as tracking, team teaching, ungraded learning centers, and independent study, including correspondence courses. More closely approaching true individualization are those programs offering individual contracts to each student, sequential learning packets which can be combined for different students in different ways, or even essentially random learning approaches.

Howard B. Altman begins his definition of "individualized instruction" in the February 1971 issue of the American Foreign Language Teacher by explaining what individualized instruction is not. He says that it is not a "method," it is not the same phenomenon as "do-your-own-thing," it is not the same as independent study (although independent study may be part of individualized instruction), and it does not mean that the foreign language teacher has to reach each student on a one-to-one basis all the time. His definition is composed of four parts:

1. Each student is allowed to progress through his curriculum materials at his own pace;
2. Each student is tested only when he is prepared to be tested, thus implying that all students in a class will not be tested simultaneously;
3. When a student needs help, he works individually with his teacher or with some other "resource person" in the classroom in a tutorial manner; and
4. Each student is aware of the nature of his learning task, knows what he must demonstrate, and with what degree of accuracy he must demonstrate it to receive credit for his work and to be able to move ahead in his materials.

In his definition, Dr. Altman assumes that there is a core of materials that the student must master. There are educationally sound reasons for this type of individualization to be employed in the begging lessons, because there is a certain amount of basic vocabulary, syntax, and phonology that the student must master before he can undertake activities that will satisfy his personal interests. After the basics have been learned, individualization becomes more extensive and varied.

From this definition by Dr. Altman, one can infer that he advocates that the individualization process begin in the beginning lessons. While he does not indicate which "level" of instruction, as we traditionally know them in our schools, I would assume that he is referring to level I because of his reference to phonology, basic vocabulary, and syntax. My personal reaction to the individualization of instruction in level I is not in consonance with Dr. Altman. At a time when foreign language teachers and foreign language education itself are faced with budget austerity and cutbacks, loss of students and teachers, I believe that it would be folly for us to advocate a totally individualized program of instruction beginning in level I.

In my opinion it is in this first level that we actually sell our program and determine the longevity of each student who is enrolled in it. To me there is nothing more exciting than teaching a level I class in Spanish and creating an enthusiasm for the language by means of the varied and multiple activities that I can incorporate into my lessons. Some of these activities include games, songs, role-playing, and giving students a picture of the living potential of mastering another language. There are also very important elements of language learning, such as syntax, pronunciation, personalization, and the element of language being a "living thing" that are best disseminated by the teacher in the "traditional" classroom setup.

While I am not putting down the process of individualized instruction, I do not believe that these aspects of language learning should be delegated to a program of individualized instruction at the beginning level. However, this does not preclude the implementation of individualized activities into each lesson. Let us not forget that the creative and effective teacher has always individualized his classroom, perhaps without the use of learning activity packets, resource centers, and multiple audio-visual aids, but rather by means of tapping the strengths of each student in the class and relating these strengths to the foreign language experience. Curriculum manuals and syllabi have long advocated the individualization of the learning process in the sections dedicated to homework assignments, special projects, testing, and in the day-by-day classroom learning experience.

The students who come to us today are very familiar with the basic format and structure of an individualized classroom--the concept of group work. They have been exposed to this repeatedly in their elementary school experience in reading and arithmetic, and they already know how to work in groups. Culture reports and projects based on student interests can be the first step in individualizing the instructional program in a foreign language class on any level. I would like to point out, however, that individualized instruction is <u>not</u> a "method," as are "grammar-translation" and "audio-lingual," but rather a "process." It is a process that allows the student to work at his own speed, to delve deeply into areas that interest him, and to feel success every inch of the way. The "methods" that are used in an individualized process are a combination of audio-lingual, grammar-translation, and teacher ingenuity and creativity.

Student-centered learning is effective and desirable at all levels of the instructional program. In my opinion, the earliest point at which a teacher should begin a totally individualized program, one that is based on LAPs, is at the end of level I. Level II would probably be one of the most effective points to begin, because the student has, hopefully, mastered the phonology of the language and has been involved in the techniques and processes of foreign language learning and instruction. In a large urban school where students come into high school from middle or intermediate schools with level I "under their belt," an individualized program would also bridge the articulation gap and provide the student with meaningful and successful experiences that can only serve to strengthen his interest in foreign languages.

A student-centered program does not mean that each student always works by himself. Grouping, both spontaneous and teacher directed, is an important element of a student-centered program that provides for pupil interaction and socialization within the language. It is most important that exercises that stimulate interaction be built into the LAPs. Some examples of this type of exercise are:

1. dramatize the dialogue with a classmate;
2. ask a classmate five questions based on the story you have just completed;
3. describe what you are wearing today to a classmate;
4. read the following advertisement to your classmate;
5. write a letter to your classmate in which you tell him about the party you went to last night.

As the student moves up the ladder of achievement and mastery of the skills of foreign-language learning, student-centered learning becomes more and more feasible, desirable, and effective. As the student's knowledge of the foreign language increases, he begins to move into areas that are of greatest interest to him. Thus, in levels III, IV, and V students can function successfully in individual programs that have been custom-designed for them and based on their interests and abilities. These are the levels where I feel student-centered learning is most effective.

A student-centered program is a very desirable aspect of any subject area, because it reconfirms the role of the student in the learning process and makes him a more active participant in it. A program of individualized instruction is not the panacea that educators are constantly seeking in the

same way that Don Quixote sought the "impossible dream" in Man of La Mancha. There is no one way to conduct a program of individualized instruction. Each teacher must find his own way; that path must be built around the students who will be involved in the program, the physical facilities available in the school, the supportive resources available to him--textbooks, audio-visual aids, equipment, additional personnel--and his own desire to operate in a structure in which he will feel comfortable. The very title of the program reflects its individuality and uniqueness. Ideas and suggestions on how to begin and how to survive in such a program can be gleaned from hearing about and observing other programs that are successful. However, the cloth must be tailored to the individual district, school, department, teacher, and student.

In conclusion, let me answer some general questions on a student-centered learning process. The first question usually is "Should I individualize my classes?" My response to this question is a definite "Yes!" However, there are several other questions to be answered.

1. When should I individualize?

I would say that the proper timing for the inception of such a program is when you know your students. When you feel that they are ready for a change of pace that will strengthen their knowledge of the foreign language they are studying and increase their interest and motivation, it is time to individualize.

2. Where should I individualize?

I don't want to appear to be dogmatic in presenting my personal and individual views on this subject. Therefore, let me say that it's like a first kiss--the mood, the timing, the place, and the effect will be self-evident.

3. What areas should I individualize?

I would recommend that you begin with a culture-related activity that would provide a change of pace and establish good group work--even in a level I class. Don't forsake your role in creating and maintaining good pronunciation and enthusiasm for foreign language study.

4. Who should participate in the individualized program?

All students, but do this judiciously. Let more-able students advance or work "in depth" while providing for reinforcement and remediation for needy students.

5. How should I individualize?

After learning about other programs and assessing your own school and class, you will find your own individual and unique way.

The individualization of instruction will be most effective where the teacher has preplanned the activities for students and has led them into this type of learning milieu through brief encounters with committee work and group projects. I have already indicated that the earliest point at which I would individualize by means of LAPs or Unipacs is at the end of level I or in level II. It will be most effective where students have

accepted responsibility for the learning process and activities are so designed that they maintain and sustain interest and motivation in mastering the language. Your individualized program must have alternatives built into it that reflect the interests and ability range of your students.

Individualized instruction is a process; therefore, there is no one way in which to individualize. WHERE you choose to individualize, WHEN you choose to individualize, HOW you choose to individualize, WITH WHOM you choose to individualize are all the result of WHY you choose to individualize your classroom. Your success will be directly related to the reasons or goals you have for choosing to individualize in the first place. Just as our students are unique, so is each of us as educators; we operate in the atmosphere in which we are most comfortable and achieve the best results when we feel most at home with what we are doing.

EVALUATION OF THE LESS-ABLE STUDENT

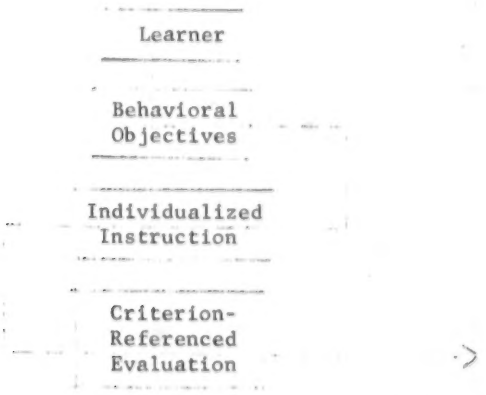
Charles R. Hancock, SUNY at Albany

In this discussion of evaluation, specifically, criterion-referenced versus normative-referenced testing, I would like to focus on two points:

1. Criterion-referenced measures (tests) are closely allied with several current trends in foreign language instruction: emphasis on individualized instruction, increasing attention to student-related variables, and development of behavioral objectives;

2. Criterion-referenced measures seem particularly feasible for use with less-able students.

A schematic representation of the interrelatedness of the various trends reveals the following:



The schema illustrates that it is the student who is central to the objectives, the process, and the evaluation. In teaching the less-able learner, it seems important to consider the following key precepts:

1. Attainment of the objectives by less-able learners should be measured in terms of individual growth;

2. Due to the short attention span in most less-able learners, there should be a variety of activities;

3. The language class activities and content should be related to other classes (by overt actions);

4. The subject matter should be presented in small steps;

5. Concrete presentations and practical applications should be emphasized;

6. The teacher should "believe" that the students can achieve the objectives.

Several of these key precepts are by definition integral aspects of criterion-referenced testing. I refer specifically to the measurement of objectives in terms of individual growth and the need for teachers to "believe" that the students can attain the objectives.

Although numerous definitions of criterion-referenced testing have been proposed (i.e., Livingston [1970][1], Ivens [1971][2], and Glaser and Nitko [1971][3], I opt for the one presented by Glaser and Nitko; that is,

> A criterion-referenced test is one that is deliberately constructed to yield measurements that are directly interpretable in terms of specified performance standards.[4]

As the name implies, criterion-referenced tests are designed primarily to measure the learner's ability to master specific behaviors. It becomes essential in this type of measurement to state the behavioral objectives clearly and succinctly. It might even be stated that the most important part of a criterion-referenced measure is the set of behavioral objectives on which the measure is based. Without clear statements of the behavioral outcomes of a teaching/learning situation, trying to develop a criterion-referenced test is self-defeating.

Norm-referenced tests, on the other hand, are designed for quite different purposes, namely, for the purpose of comparing individuals. A given language learner takes a norm-referenced test and is compared with a norm, another group of students who took the same test. In contrast, a criterion-referenced test is developed to determine individual student performance; it is used to determine whether an individual has "mastered" a particular objective.

The criterion-referenced test is particularly useful with less-able students in this determination of "mastery," because the less-able student learns that he has several chances to demonstrate mastery or proficiency. He is usually discouraged and disheartened in most norm-referenced tests because he sees no "closing of the gap" between what he perceives to be his meager efforts and the stellar performances by some of his more-able peers. There is, therefore, an increased sense of self-esteem, which Maslow's hierarchy prizes so highly. Additionally, the student learns that he can compete successfully with HIMSELF, perhaps much more effectively than with his peers.

Criterion-referenced testing, by inference, suggests a variety of learning activities, which, as indicated above is highly desirable when dealing with less-able learners. Various facilitating activities, including perhaps the criterion test itself, constitute the procedures which will eventually foster enhanced attainment of the stated objective. For the less-able student, the greater the number of these systematic activities which he can complete well, the more likely it is that he (the learner) will internalize the contents of the objectives.

What this variety of learning activities does is to facilitate the student's efforts to demonstrate his competence (à la Chomsky in Aspects of the Theory of Syntax) in the skill or knowledge areas. Indeed, Valette and Disick suggest that behavioral or performance objectives provide an objective measure of success for both the student and the teacher.[5]

The less-able student can succeed better at attaining instructional objectives if criterion-referenced tests are used because the function of this type of testing is to disclose weaknesses, rather than to exclude students who do not perform well.[6]

I have not dealt with the issue of grades or pass/fail options because I believe that criterion-referenced testing is a move in the direction of increased use of pass/fail as a method of reporting student attainment of specific objectives. It is also noteworthy at this point that pass/fail will usually mean that every student will pass, due to the possibilities of retaking criterion exams for demonstration of mastery.

I would summarize by suggesting that criterion-referenced tests should not be thought of as a replacement for norm-referenced tests. Instead, criterion-referenced tests may be viewed as an up-dating of our knowledge as a profession in the area of measurement of learning outcomes. There are justifiable raisons-d'être for using norm-referenced tests for that which they do well (i.e., aptitude testing) and for using increased criterion-referenced testing in the instructional process (i.e., determination of degree of "mastery" of instructional objectives).

To summarize briefly, I believe that criterion-referenced tests are particularly useful with less-able students:

1. to de-emphasize competition among students (in preference for competition with self);

2. to reduce test anxiety (by providing increased possibilities for retaking the exam);

3. to enhance student understanding through concrete and practical presentations (via clearer statements of course objectives);

4. to encourage teachers to establish realistic, realizable goals (by adjusting them according to one's own students, not a "norm" or "reference" group).

---

[1]Samuel A. Livingston, The Reliability of Criterion-Referenced Measures, Center for Social Organization of Schools--Technical Report 73, Johns Hopkins University, 1970.

[2]Stephen H. Ivens, "An Investigation of Item Analysis, Reliability and Validity in Relation to Criterion-Referenced Tests," (Unpublished doctoral dissertation, Florida State University, 1970).

[3]Robert Glaser and A.J. Nitko, "Measurement in Learning and Instruction," in R.L. Thorndike, ed., Educational Measurement, Washington: American Council on Education, 1971, pp. 625-70.

[4]Ibid., p. 626.

[5]Rebecca M. Valette and Renée S. Disick, Modern Language Performance Objectives and Individualization: A Handbook, New York: Harcourt Brace Jovanovich, 1972, p. 43.

[6]Ibid., pp. 248-49.

HOW FAR CAN THE LESS-ABLE STUDENT GO IN THE FOREIGN LANGUAGE PROGRAM? WHAT BEHAVIORAL GOALS ARE REALIZABLE?

Ella Schwartz, Woodlands High School, Hartsdale

The length of the sequence for a less-able student of foreign languages depends on many variables. A student may start poorly, with little comprehension, and then may begin to see the pieces of the puzzle fit together. Such a student might continue through as many levels of language learning as the school offers. We know that language learning is sequential, and that one can't build on a weak foundation. However, I shall never forget my experience as a second- or third-year teacher of French, when a student in my Level 2 class achieved marking period grades of F, F, F, A+. Since that time, I have always been alert to those students who need only some time, patience, and understanding or perhaps a particular key to the mystery in order to solve the "problem" of second-language learning. What is the key? Who provides it? What caused my young student her sudden enlightenment?--A new hairdo?, A new wardrobe?, A promise of a trip?, A new boyfriend? I never found out. She said she didn't know; suddenly, it was all very clear to her. In some cases, maturity or newly-found confidence may provide the key to success.

On the other hand, there are some students who will never progress beyond the basics of early Level 1. In an eighth-grade, language-readiness class, I taught a student how to locate the subject pronouns on a duplicated exercise sheet and then copy the correct verb forms next to these pronouns onto another blank exercise sheet. For him to have done this successfully after $1\frac{1}{2}$ years in a readiness program may seem inconsequential to us; for the student, it was an extraordinary achievement, and one of which he was very proud.

The most important consideration in the determination of the length of sequence is the type of program offered. In what is called a regular or normal sequence, where the pace is usually geared to the average and above-average student, it would be very difficult for the less-able foreign language student to have a successful experience. He needs time and a great deal of individualized attention in order to grasp even the most elementary concept. It would seem to me that this is an impossible task for a teacher

with a class of 30, no classroom aides, and a 40-minute class period in which to get to all 30 students. The student will fall behind in his work, become frustrated, and fail or drop the course.

With that assumption, I would like now to talk briefly about three methods that have been used with success for the less-able foreign language students. First, there might be a regular course of study given over a longer period of time. This type of adjustment in the foreign language program is good for those students who need only additional explanation and drill in order to comprehend the spoken word and transcribe it. These are probably students of average ability whose difficulty is second-language learning. Given this additional time, they will succeed. We have tried this method in two ways with some success. In our "B" level program, we use the same basic textbook as that in the regular program. We add, however, more oral drill, readers with limited vocabulary, and, in most classes, additional explanations in English. By offering students this longer sequence, we find that many of these so-called less-able foreign language students can successfully complete three levels of French in four to six years, depending on where in the sequence they were placed in the "B" level program.

What behavioral objectives are realizable for these students? If they remain in the program, all will be able to succeed (to different degrees of mastery) in the first three levels of Bloom's taxonomy--memory, comprehension, and application. Many will also be able to succeed in analysis. Fewer will succeed in synthesis (originating, creating), and very few will succeed in evaluation (using their own criteria to determine the merits of a passage spoken or written in the target language).

The second type of program one can offer is called alternately a modified program, an introduction to language, or, as we call it, a readiness program. The goals of such a program may vary from mastering basic, daily utterances and interest vocabulary in a two-year terminal course to preparation for entry into the regular program. How does one measure the success of such a program? That depends on one's goals. In our readiness program, we tried to accomplish a little of both goals. We have found very few students who have been successful--that success measured by their retention of the vocabulary and their entry and continued success in the regular program. However, these are students who would not have been reached at all had there not been a readiness program. Most of the students remained in the readiness program in seventh and eighth grade; then some began regular Level I in grade 9. The youngster whom I mentioned before, the boy who could barely copy from one sheet to another, stayed in the readiness program through grades 7, 8, and 9; now, as a tenth grader, he is enrolled in regular Level I.

What behavioral objectives are realizable in this program? Very few--at least in our program. These are students with limited ability. Some may be able to memorize, but their retention is poor. A few may be able to comprehend, i.e., to change forms, identiy, or decipher. Some might even have success in application (illustrating, applying a rule). Were that to happen, we would consider ourselves happy and successful indeed.

In fact, some of the students in our readiness program have continued and entered the regular program; some have learned only some basic vocabulary in French or Spanish (time, dates, weather, etc.) which they barely remember or pronounce so poorly it is not comprehensible and have dropped after one year. Others have remained in the courses for two or three

years because those are the non-pressure, everything-can-be-repeated-ad-nauseam, I'm-taking-Spanish-too years.

"But," you say, "that's fine if you can select your students." "That's good if you can have separate programs." "In my district everyone takes a foreign language, only it's the teachers who get taken." "How do I manage?" "What can I do in the classroom?" I, personally, am more and more convinced that the answer for all of us is individualization of instruction. I am also convinced that if it is well prepared and well in advance; if it is preceded by a total orientation program and supported by the administration and the parents--it will work! Students will progress at their own pace, succeeding in those behavioral objectives listed for each activity. There may be minimal goals set, depending on the students' general ability and previous language achievement. The student is competing only against himself, and continues his practice and repetition toward his own mastery of a concept at his own rate. The level of behavioral objectives realizable will again depend upon the individual.

So, I return to my beginning statement. How far can the less-able student go in the foreign language progression? He can go as far as his interest and powers of retention and comprehension take him. What behavioral objectives are realizable? For some, barely the objective of memory; for others, comprehension, application, analysis, and synthesis.

It is well-known to us in the profession that the only reliable predictor of success in a foreign language program is participation in that program. Let's give our less-able learners the opportunity to prove to us that our confidence in their ability and need to enjoy and succeed is well-founded.

WHAT SHOULD BE THE FOCUS OF THE FOREIGN LANGUAGE COURSE FOR THE PSYCHOLOGICALLY LESS-ABLE STUDENT?

Sister Rose Marie Karl, Good Counsel Academy, White Plains

I teach in a private, Christian, girls' academy. In order to matriculate, a student must take an entrance examination which is a high school version of the SATs. The majority of students accepted each year have a score of 40 or better, a score of 50 being considered average. Only a small percentage are below this percentile range, and, out of these, there are definitely some who are well-organized workers, quite capable of learning sufficient material to maintain a B-C average, but for some reason do not test well.

I am firmly convinced that an average student can enjoy academic pursuits just as much as his brightest classmates. The only difference I can see is that it may take him a bit longer to accomplish his goals. Thus, I am of the strong conviction he can do just about anything he determines to do. In this is the crux of the problem for the psychologically less able--the conviction he can learn and the determination to do it.

Generally speaking, I have four categories of the less-able student in mind. The first would be those who are not endowed with as much intellectual prowess as the majority. Second would be those who are members of various minority groups who first must learn to adapt themselves to the middle class, white mentality and tradition of education before they can really begin to learn academic materials. Third would be the student who

has outside problems to such an extent that formal education in his life is not of any real significance. Fourth are those who have decided they cannot learn because they have been labeled, or at least they feel they have been labeled, not as capable as their peers by educators, their own families, or others who are important to them. This latter group is for me the psychologically less-able. It is around this type of student that I am going to develop my talk.

Since I began teaching eight years ago, I have taught in two high schools. In the first, a fairly large one in New York City, I encountered all four types of less-able students, and at the second, my present school, I have dealt with those who have outside problems--in particular those who have decided for some reason or other that they cannot learn to the same degree as many of their peers. Every year I have had a small group of students in each class who have fallen into this category, whom I have attempted to deal with, with varying degrees of success. Last year, however, I met a class where the vast majority believed they could not learn. These students are going to be my prime examples.

In order to explain how we deal with this type of problem, it probably would be best to begin with September 1971 when I welcomed a class of 40 heterogeneously-grouped students to my Spanish I class. In the other division were another 40 students who would be taught by my colleague. By the end of approximately one week of teaching, I was aware that my students were not grasping the material as they should. My first inclination was to blame the class size, although I had previous experience in working with large groups and felt that perhaps the source of the problem had deeper roots than this. Meanwhile, my fellow Spanish teacher was also encountering difficulties with her students, although her first inclination was to blame herself, since this was her first year of teaching and she had no previous experience by which to judge.

We decided, before looking for a cause within the students themselves, to take a careful look at our own teaching methods. I had been teaching for seven years. Could I be taking some things for granted because I was so familiar with the materials? Was my inexperienced fellow teacher not aware of some of the pitfalls you only learn about through actual teaching? After examining our own methods--which included questioning our other classes--we did not turn up anything conclusive in this area. Thus, I now focused my attention on the students to attempt to discover why they were having so much difficulty in learning. In searching for a reason, I noticed that their visual and auditory powers were poor. For example, I would dictate the sentence, "Me llamo Pepe." This sentence was very likely to be reproduced as "Ma yamo Pepe." I found this bad enough, but, when I asked them to compare the sentence on the board with the one in their texts, I was appalled when they told me the sentence was correct as it stood. This one example is typical of others I encountered during each class session. It also became evident during this time that they seemed to lack the usual rapport with adults that most ninth graders seem to possess.

Since it now seemed that the basic cause of the difficulties lay within the students themselves, I was forced to analyze carefully what I had done in the past to help other less-able students. After some thought, I realized I more or less took the following steps: Step one is to check with the school nurse to see if there are any physical difficulties I am not aware of or, worse still, the student herself is not aware of. Step

two is to check with the guidance department to find out if they know of any problems the girl may have which could possibly interfere with learning. Step three is to check scores on I.Q. tests, aptitude tests, etc. Step four is to check with fellow teachers to see if they are encountering similar difficulties with the same students. Step five, and probably the most important, is to check with the student herself to see what she thinks about her lack of ability to learn.

Steps one through four were rather easy to carry out, and within a couple of days we were ready to examine the information we had gathered. There were no students with significant physical disabilities. Several students did have home problems, but, ironically, these girls were not the ones we were most concerned about. All scores showed that they supposedly had average or better than average ability. When we came to step four, we discovered other faculty members were also finding that a larger number of students than usual were having trouble grasping academic material. Although this information did not give us any solutions, it reaffirmed to some extent that the cause of the learning difficulty lay within the students themselves.

Now we were ready to move to our final step--to find out what each student thought about her own lack of ability to learn. Obviously, to have an interview with each student would be impractical to accomplish within a reasonable amount of time because of class size. As a result, we decided to try to reach them in three different ways: One was to talk to the entire class about the difficulties we were encountering as teachers, and also try to find out how <u>they</u> felt about things. Another was an all-out effort on our part to talk to groups of students in informal situations and try to grasp what their attitude was toward themselves, their families, and their school life. Lastly, we did have individual interviews with the students who were having the greatest difficulties.

Gradually, through our conversations with them, we began to discover the very negative attitudes that many of them had, not only toward their learning ability, but toward themselves in general. For some, it seemed to flow from a lack of interest on the part of the parents--or at least what they felt was lack of interest. Many were the middle children in rather large families, and they seemed to be getting lost in the crowd. Others had the experience of being put into "tracks" all through grade school; they never quite made the top, and now had labeled themselves as failures. For these and other reasons, they felt they could not learn, nor did they expect any results for the effort they put into their studies. Needless to say, very little effort was put forth.

Now that we knew what the problem was, we could attempt to do something about it. Since we had ascertained that we were working with capable students, we felt that we should not change the curriculum in any way. We would have to get through to them so they could meet our standards. In order to do this, we decided that it would be best to travel at a slower pace for an undetermined amount of time.

The lack of ability to observe accurately was one of my first clues that something was amiss. Thus, during this period our main emphasis would not be on teaching Spanish, but on teaching them to make the best possible use of their senses to learn. Everything we did in the classroom was geared toward this. Whatever Spanish they learned was coincidental during this period. Underlying this was our firm conviction that they could learn, and,

until they succeeded enough times to begin to believe in themselves, they would have to depend on us to believe in them. How we were going to carry this out was a mystery at this point. We thought, however, we would see what opportunities would open up to us as we went along.

It did not take us long to realize that the use of praise would be one of our best means to give support to our struggling students. Thus, we began "Project Praise," being careful to use it sincerely and only giving it when due. Praise is not due, however, just for the student who has attained an "A". It is also quite justifiable to give it to a student who has shown any improvement at all, even if this means a 40% student has now moved himself to 50%. This increase may be the result of far more effort than a student who increases his score from 80% to 90%. It is also possible, especially on a poorer paper, to sometimes find a section which is relatively good. Rather than let her think that she has failed completely, let her know that she is succeeding in some areas.

We also discovered that our manner of giving praise made a difference. To say, "Mary, you did very well on that test," did not have half the effect of, "I'm so happy with the results of your test. You did very well." In the first statement the obvious is simply being restated, but in the second you are involving yourself with the student by sharing your feelings in regard to her success. On the other hand, we also discovered to avoid such statements as "You're not doing too well again" when things were not running that smoothly. They already knew this and did not need us to emphasize an already disagreeable fact. With a statement like this we were putting the burden of failure on the student. Like any burden in life, it is easier to carry when it is shared with another. So, we found a statement such as, "I'm really discouraged this week. We just don't seem to be making any progress. Do you have any suggestions on what we can do?" had far more value in getting them motivated again. The burden of doing poorly was not only their dilemma, but ours too, and, among all of us, there was the hope we would be able to find a solution.

Thus, we went through the year giving praise and showing interest in our students in whatever way possible. By the end of the first year, grades had definitely taken an upward turn, but we seriously questioned whether the conviction that they could learn and the determination to do so had moved from our side of the desk to theirs.

As the summer of 1972 drew to a close, I looked forward to my Spanish II class with mixed emotions. I was curious to see whether what we tried to convey to them had sunk in during the summer or whether we would be facing another challenging year of "How to cope with the problem of the psychologically less-able student." Happily, the most important lesson of all that we tried to teach them last year seems to have been learned. Is this to say that we no longer have our bad days? No, we do have them, but they are just that, a bad day that ends that night.

As a result of my experience with this group, I am more firmly convinced than ever that the answer to improved language instruction is not to be found in a special curriculum but in the teacher's special interest in each individual student that comes before him. If we value him and believe in him as a person, he will value what we are trying to teach him. Please be assured that I am not saying that the curriculum is not important; it definitely is. I think we should always be searching for ways and means

to refine that which we teach, but unless we put our finest efforts into meeting and knowing our students as people, the energy expended in curriculum development has largely been spent in vain. If a choice must be made, it is better that the student learn in spite of the curriculum rather than having the student attempt to learn in spite of the teacher.

CULTURE BEYOND THE CLASSROOM

C.R. Rocco, Deer Park Public Schools

Within the last 30 years, American educators have come to recognize the great value of including foreign languages in our public and private school curricula. We expect our scientists and statesmen to keep abreast of current developments in other countries, and we know that language is the vehicle by which new ideas are expressed. We have also come to realize that the average American citizen is now no more than a reasonably-priced airline ticket away from lands that were once remote to him. The importance of foreign language study increases despite the role of English as the world's leading language for international communication. We still want to speak directly with other peoples and know their true feelings as they express them in their own language.

In this era of increased social awareness, the importance of the teaching of language within the context of culture has become indispensable to the teacher of Italian. As foreign language teachers, let us put aside the aesthetic value of language and consider ourselves salesmen; we are selling a product. The better we package our product, the better our results will be.

The specific question facing the teacher of Italian today is what is our best resource in the teaching of culture within native-like, meaningful situations which can afford our students a genuine opportunity to assume as much as possible the culture of the people whose language they study. At Deer Park High School, we believe we have made major strides in that direction. We have incorporated a primary source for cultural awareness which has been overlooked far too long--the community. In the following remarks, I hope to point out some of the real assets of community involvement in the teaching of Italian and some positive steps which have proved successful.

Let us examine the problems before prescribing the solutions. Presently, we as teachers of Italian are handicapped in our teaching of culture. We are restricted in the sense that we tend to teach culture in unrealistic settings. Textbooks present culture as a series of facts unrelated to the student's personal experience. Under normal conditions, the classroom creates situations which do not truly reflect the culture of Italy and the significance of the Italian heritage.

Our units on Italian food, dress, music, and the like became abstractions for the student. Outdated textbooks tend to create misunderstandings concerning the real life-style of the Italian in 1973. Language is an expression of the real world, and, therefore, the teaching of culture must reflect actual experiences rather than facts to be memorized. The great preparation of the teacher of Italian and the enthusiasm for his language

will go unrewarded unless he accepts the challenge and moves beyond the classroom and traditional methods in whetting the cultural appetities of his students. A passive approach to the teaching of culture is no longer acceptable.

The need for community involvement in our teaching is apparent. Many students have elected to study Italian because they are of Italian descent and are eager to learn more about their national heritage. It is entirely appropriate, therefore, that we make use of the community as primary material in teaching culture. In employing community resources, we can effectively create meaningful situations in which culture may be tuaght in social environments reflecting personal experiences rather than abstract, less meaningful settings.

Community involvement stimulates support for the study of Italian and a greater awareness of the valuable contributions of the Italian people. It also tends to make the study of the language a wonderful experience which the student of any ethnic background can share with his family. Students take more pride in their work since they feel they are putting their formal knowledge into life-like situations. These situations make the cultural experience more memorable. The settings are a genuine adventure to be enjoyed and savored for many years to come. Community involvement effectively bridges the gap between the classroom and the living room. With the cooperation of the community, the walls of classrooms are removed and each activity becomes an informal classroom and a positive cultural encounter. The center for learning can become the kitchen at home, the school cafeteria, the Italian restaurant, or the Italian cultural offices.

At Deer Park High School over the past three years, we feel we have made a significant breakthrough in moving the teaching of culture beyond the classroom. Through a series of well-integrated social activities involving extensive community participation we have made the cultural experience more authentic for our students. The positive steps we have taken and the commitment we have made may serve to point out a new direction for all concerned teachers of Italian.

We have found that one of the best vehiqles at our disposal for encouraging community involvement in our work is the establishment of a strong and active Italian Club. Such a club affords students the opportunity to set the stage for exciting activities which are based on classroom experience, but which also provide a more informal and direct cultural exposure. Students should be encouraged to begin the task of organizing their work upon reaching high school and more advanced study of the language. Membership in the Italian Club should not be restricted to students of Italian, but it should include all students who have a genuine interest in learning more about Italy and her people. The moderator should plan a program of activities for the year which would coordinate classwork with the social and cultural activities of the club so that cultural items may be presented in the informal setting. At the first meeting of the academic year, a published program of the activities should be sent home to parents together with an invitation to join in the planning of each activity.

Each year, our students present their annual Italian Banquet. It is held late in October or early November, since it is coordinated with our

units on foods, dance, and music of Italy. Prior to the banquet, necessary vocabulary and appropriate reading selections are presented in class. Students are acquainted with the foods, dress, and music of each region of Italy. Each student is then responsible for a particular region. With the aid of their parents, friends, and relations of Italian descent, they may elect to prepare a traditional Italian dish or model a traditional Italian costume. Letters are sent to all area businessmen asking for donations of specialties to aid students in the work. Parents knowledgeable in Italian cuisine, for example, work with groups of students in the preparation and serving of the various dishes. Traditional music and dancing are an important part of the evening. In order to raise funds to finance remaining activities, tickets for our banquet are sold. Attendance at this year's banquet was 750--giving us a profit of $1200. We now had the financial resources necessary to continue our program.

Beyond food, music, and costumes, we also deal with other aspects of culture through similarly coordinated activities. We are planning this year to hold an "Italian Day" on which students will prepare exhibits of art, books, and other projects. Again, we have called on the community and parents to work with our students in preparing the various exhibits. Last May, our students entertained the community with a variety show in Italian. The highlight of the evening was an original interpretation of the "Newlywed Game"--performed in Italian. Community support for such an activity was very extensive.

As director of our student trip to Italy, I again found the community to be very responsive. In formulating the program, I arranged a series of meetings with parents. The result of these meetings was an itinerary which would be most useful in insuring maximum benefit to each participant. Our program is steadily increasing, and many members of the Deer Park community have given outstanding support, believing that this type of academic venture results in a better understanding of culture. We consider each participant as a young ambassador who will be capable of sharing his personal experiences in Italy with his fellow students. This program will enable many of our students to present life in Italy as viewed by a young person. Actual, personal accounts of present-day Italy can spark the enthusiasm of those who did not participate in the program. This year, parents came to our aid by organizing a dinner-dance to benefit our cultural trip abroad. They raised $1,000 for our students so that expenses might be brought to a reasonable level.

We teachers of Italian have a great challenge in teaching culture. A bold, new approach must be taken. Community involvement is the most effective material in the teaching of culture since it creates a realistic social setting. Through large-scale community participation, the teacher can expose his students to cultural items taught in realistic situations. Culture becomes more meaningful to the student, allowing him to see and feel the differences between his native culture and the target culture.

The success of such an approach to the teaching of culture can best be summarized by the remarks of a tenth-grade student of Irish descent who exclaimed after our Italian Club Banquet, "Mr. Rocco, that was really great! It was truly Italian." When I asked her to explain her feelings, she continued, "I have always read that Italians are lovers of food, music, and dance--and that's exactly what all of us were doing Friday evening. I shall always cherish my experience at a real Italian feast!"

CULTURE: MATERIALS AND COMMUNITY

Luke J. Nolfi, Rochester

The study of culture should form an integral part of the study of Spanish, from the first lesson to the end of the sequence. Unlike the student of other modern languages, the Spanish student has to learn not about one country, but about many Spanish-speaking countries. He has to understand and appreciate Hispanic Civilization, its similarities and contrasts, and its contributions to World Civilization. This can only be done gradually and systematically over a long period of time.

In teaching the culture of any nationality, we have to include the study of geography, history, customs, dress, regional differences, family relationships, marriage, funerals, baptisms, traditions, aspirations, attitudes, songs, dances, food, drink, meal-times, sports, games, national heroes, folklore, literature, science, music, painting, sculpture, architecture, commerce, industry, transportation, government--in short, the sum total of a way of life.

In an over-crowded language curriculum, how do we incorporate all of this? Primarily, by means of the basic text, followed by supplementary readers, and all the audio-visual materials that we can use. Fortunately for the Spanish teacher today, there is an abundance of materials that have real pedagogical value. At one time, and that was not too long ago, we were begging for materials. In fact, we had to make our own. The problem that faces the Spanish teacher today is not one of a lack of materials, but rather one of a choice of materials that are best suited for particular needs at various levels of instruction.

These instructional materials include all kinds of realia: typical costumes, dolls, stamps, coins, flags, post cards, photos, maps, drawings, posters, magazines, newspapers, cartoons, menus, illustrated books and pamphlets, films, filmstrips, slides, records, tapes, etc. The teacher, of course, should have easy access to the school's or to the language department's equipment--film, filmstrip, slide, overhead, and opaque projectors; duplicating machines, copiers, cassettes, record players, wall screens, radio and television sets.

These A-V materials are indispensable to the teaching of culture, but they must be used judiciously. It is important to know <u>when</u>, <u>how</u>, and <u>where</u> to use them; <u>where</u> and <u>how</u> to obtain them; and <u>how</u> to operate the various machines and projectors. We all have experienced what happens to a well-planned lesson when one of these machines or projectors fails to work. When well-integrated and properly used, these materials will increase the rapidity of learning, arouse interest on the part of students, avoid monotony, provide vicarious experiences that cannot be realized in any other way, provide a concrete basis for abstract thinking, provide variety in the learning experience, provide themes that may be developed orally and in writing, and help form clear and lasting impressions.

These materials require a great deal of planning on the part of the teacher in order that their use may be effective in teaching both language and culture--and these two cannot be separated. This means that the teacher

should preview the material, be familiar with its content, give the students a short summary of what they will see or hear, tell them why they are going to see this particular film (or whatever it may be), and what they should especially note. All A-V materials should be viewed or heard several times. The viewing or hearing should then be followed by discussions, questions and answers, specific homework, and, finally, a quiz.

All materials should be chosen in conformity with the course of study and the particular unit or topic that is being taught. For example, a film on Peru, however excellent, should not be shown at the time that one is teaching Mexico, nor a Mexican filmstrip when one is teaching Argentina. These materials should not be used for entertainment nor as a rest period for the teacher. They should also be appropriate to the age level and mental maturity of the students; they should be of good quality, authentic, and up-to-date. In teaching culture, perhaps, it is better to start with modern culture and gradually move to more remote times.

Avoid over-dependence on one type of material or equipment to the exclusion of all others. Each aid has its own merit and use. A combination of several aids may be preferable, e.g., the use of slides or a filmstrip synchronized with a record or tape, followed by a colorful, coordinated bulletin board, showcase displays, overhead transparencies, etc. is more effective than the use of only <u>one</u> of the approaches I have just mentioned.

I mentioned earlier that culture should be taught from the very first day of language learning and that one of the principal ways of imparting this knowledge is through the basic text. For this reason, the choice of a basic text is of prime importance. In choosing a text, we must ask ourselves these questions: Does the teaching of culture form an integral part of the text? How is it integrated? Is it authentic? Is it interesting from a student's point of view? Is it appropriate to the age level, to the mental and linguistic maturity of the students for whom it is intended? Is the text primarily concerned with the teaching of the traditional aims--reading, writing, and the analysis of grammar? How good, if any, are the accompanying A-V materials?

Some texts emphasize the visual at the same time that they are introducing the language audio-lingually and follow the same visual emphasis to present the reading and writing aspects. They are what I call a complete text. These texts use the film as the center of language instruction. Each lesson is first introduced on film. The same lesson is then presented on a filmstrip with each frame representing an utterance. For reinforcement, the cue or picture book, which duplicates the filmstrip, is the next step of the visual presentation. The student then moves to the reading and writing books. Filmstrips, cue-books, reading book, etc. are all used with accompanying tapes. The text utilizes a variety of young and adult voices, all native speakers, and the films are taken in the foreign country. Two of this type of visual-audio-lingual-cultural text with which I am familiar and with which I have worked are those of the Encyclopaedia Britannica Educational Corporation: <u>La Familia Fernandez</u> and <u>Emilio en España</u>. There is also the series produced by the Chilton Company--the real pioneers in this area. These series have attempted to bring the visual, living culture to the study of Spanish in a beautifully integrated manner. No other A-V materials are really needed with these series.

Additional texts, meritorious, have been or are being revised to include as much culture as possible by adding short films, filmstrips, tapes, overhead projectuals, and readers to the series. Chief among this type of text are the McGraw-Hill series, Learning Spanish the Modern Way; Holt, Rinehart and Winston, Entender y Hablar; MacMillan, Usted y Yo; and Allyn and Bacon, Primera Vista and Segunda Vista.

Most other texts require the use of whatever materials the teacher can reasonably get and integrate with the material of the text. Along this line, it would be impossible for me to mention all the A-V materials that are available today. Let me just mention a few of the sets of filmstrips with accompanying tapes that can be integrated and used with any textbook--El Mundo Hispánico, Holt, Rinehart and Winston; Invitación al Mundo Hispánico, MacMillan; and The Golden Age of Spain, Heritage of the Maya, and The Incas, Life Filmstrip Library.

Another great source of cultural aids is the community in which we live and teach. Foreign language professional associations give a great deal of assistance along this line. Last year the Foreign Language Association of the Rochester Area sponsored a Foreign Language Week in Midtown Plaza. Most of the area schools and colleges participated in this event. They set up exhibits, gave out information, supplied food for sale and programs of folk music and dances. Some even showed films and slides. This year, the same group sponsored an International Buffet Supper at St. John Fisher College. Teachers, parents, students, and the foreign exchange students brought typical foods which everyone enjoyed. A musical program followed the supper.

The area universities and colleges send professors, visitors, and students to speak to classes or at meetings of the Spanish Club, and even help with assembly programs. The same can be said for the Sociedad Hispánica, the local chamber of commerce, and industries, such as Xerox and Eastman Kodak. There are many teen-age diplomats and exchange students and teachers in the area; they are a great source of first-hand cultural information. Let us not forget the Board of Cooperative Educational Services (BOCES) for A-V materials that they may have.

The Eastman Theatre of the University of Rochester offers a series of illustrated travelogues every year, and, invariably, there is one on Spain, Mexico, or some Latin American country. Many ballet companies and musicians offer outstanding programs at the Eastman Theatre and also at the Center for Performing Arts at Nazareth College. Area colleges also have fine cultural programs scheduled.

Artistic exhibits can be borrowed from the Rochester Memorial Art Gallery and from the Rochester Museum of Arts and Science. Quite often classes take trips to special exhibitions or programs at these two institutions. Sometimes people from the Art Gallery and the Museum come to area schools to give illustrated lectures or to set up a display in the showcases located in the school corridor. Not long ago, the museum sponsored a Folk Festival which was international in scope. It brought the local foreign groups in Rochester together for two days of fun, to partake of interesting food, and to enjoy the lively dances and colorful programs. Nothing better for mutual understanding and appreciation of culture! The Art Gallery also has sponsored programs of a similar nature. It is important to remember

that the Dryden Theatre of Eastman House, our photographic museum, often sponsors a series of outstanding foreign films.

Around the holidays, particularly Christmas, Channel 21 offers television viewers special programs that are authentic, interesting, and informative. Many of our citizens of Spanish origin take part in these programs. I do think it is worthwhile to mention that there are restaurants that are more than willing to provide schools with foreign menus when the Spanish Club has a banquet or a party. Parents often will send food for a Spanish Club meeting, a Christmas party, or Food Fair. Many of our students are invited by their Spanish-speaking friends and classmates to attend church services conducted in Spanish. On Sunday we have access to radio programs conducted in Spanish and featuring music and songs.

You will probably say, "I don't live in Rochester. How can I avail myself of all these offerings?" No school system, however small, is too far away from a large city where all this is available for the asking. Know your community! Look around! Find out who has traveled to Mexico, Spain, or a Latin American country. Find out if they can contribute to a class project, a club or assembly program, or furnish materials for an exhibit, a fiesta, or a club supper. You may be surprised at the number of people who can and are willing to contribute to these ventures. They may be in your own school, on the same staff. Let's make use of every available means to help us teach culture, an important but a difficult phase of language teaching. Let us do all in our power as language teachers--and no one can do the job better than we can—to give our students a real insight and a true appreciation of another man's way of life.

VARIETIES OF EXPERIENCES WITHIN AND OUTSIDE THE CLASSROOM

Geraldine O'Neill, Horace Greeley High School, Chappaqua

I want to touch on three activities which focus on extending student experiences. They relate to developing oral skills, student involvement in curriculum planning, and teaching culture.

Any of us who is involved in, or concerned about, individualized instruction cannot help but wonder how oral skills are developed. I have visited several schools recently to find out what is happening and how it is happening. The one very definite concern voiced by so many teachers is that, while students are "doing" the materials and are "enjoying" the individualized approach, they do not get enough "language."

I refer you to an article by Robert Morrey in which he discussed individualization through differentiated staffing. Mr. Morrey describes a German program at Live Oak (California) High School in which the staff has been organized in such a way as to provide two teachers, a paraprofessional, and volunteer aides with no greater expenditure of money than would normally be paid to two teachers. The role of the teacher has been significantly changed so as to allow him to do only those things for which he is needed, i.e., direct conversation groups, evaluate student oral progress, supervise student volunteer aides. A paraprofessional grades papers, files materials, copies tapes--all the chores which generally occupy so much teacher time. Students are widely used to lead discussion groups, tutor, direct activities

which involve them in the teaching process. This is possible because classes are simply labeled "German" so that all levels of progress may be found in any one class on any given day, and peer teaching can easily become part of a daily program. Moreover, scheduled class time is fully utilized to work on those skills most difficult to study outside the classroom.

I would also like to cite an article entitled "The Audio-Motor Unit." The authors describe an activity which closely unites audio skills with motor activity to teach vocabulary and grammatical forms. In reading it I could not help but wonder whether this might be a way to reach those students in our classes who fall under the label of "learning-disable." I do not know whether your community has become as aware of learning disabilities as has ours, but if you are into it, you know that some students, who, for example, can speak well but their written skills are terrible, may be laboring under perceptual difficulties. Activities like those described in the article just cited could prove highly effective for these students who should not be lost to us.

A program which we have recently initiated in Chappaqua involves students rather directly in curriculum planning. Last year, under the direction of our guidance personnel, a student committee wrote letters to all members of the community inviting them to participate in school activities by volunteering skills, information, or services which they feel are of special interest and might contribute to the educational program. From the responses received, they compiled a directory which describes the background of the community volunteer, how he feels he can contribute to the school program, and when he could be available.

The directory has been distributed to faculty members in the expressed hope that they will request that these community volunteers become directly involved in their classes. Students are responsible for making all arrangements--such as contact with the individual, time schedules, etc. Naturally, this does not apply only to the foreign language program. In a community like ours there are many who are directly involved in foreign trade, travel, exploration, and for whom the knowledge of a foreign language is essential to their career. Students are surprised to find that what they have considered to be an Eastern school exercise can lead to exciting career opportunities.

We all agree that it is of vital importance that we teach culture, or at least that students become aware of the culture of the language they are learning. But how?--especially if we are to center learning on those activities in which students are interested. I have two different suggestions which I feel are exciting, viable, and readily adaptable to most teaching situations.

Have you heard about the "Culture Cluster?" "The culture cluster is a series of culture capsules, each of which introduces a different aspect of a central theme. Presented as brief lessons, they lead to a summarizing activity which takes the form of a dramatic simulation. In this manner, the cluster not only provides factual information, but also gives the student the opportunity to become personally involved through dramatic participation in a cultural situation" (Meade). The authors have chosen a French wedding ceremony to present certain aspects of French culture. There are four

self-contained capsules: the civil ceremony, the religious ceremony, the wedding feast, and the differences between a city wedding and a country wedding. All are prepared in individual units which can be used in any kind of classroom at varying levels. Students become directly involved, not only in learning about, but, in participating in different customs.

Another type of experience is that described by Gladys Nussenbaum. Mrs. Nussenbaum describes a project which she carried out between a fifth-grade class in English as a second language at Community School 34 in the Bronx and her juniors studying Spanish at the Fieldston School in Riverdale. She was able to establish a working exchange which proved to be profitable for both sides. Her students, who saw Spanish as an academic exercise, were bussed every Monday to Community School 34 where they had a class of fifth- and sixth-grade Spanish students with whom they were paired. Each week they would take their 45-minute lunch period plus a class hour and go by bus to Community School 34. There they were each assigned a Spanish-speaking brother or sister. The Fieldston children were then to help the younger students with class work, adapting to new American cultural patterns, and English. The fifth-graders also had something to offer--Spanish. Here was an opportunity to put class work to the test, and the Fieldston students, according to Mrs. Nussenbaum, found it a rewardingly real activity.

The above are a few of many activities which could be adapted to your particular school and particular teaching strategy to vary student experiences in and outside the classroom. We as teachers have l'embarres de choix.

Bibliography

Kalivoda, Theodore B., et al. "The Audio-Motor Unit: A Listening Comprehension Strategy That Works." Foreign Language Annals 4 (1971): 392-400.

Meade, Betsy, and Genelle Morain. "The Culture Cluster." Foreign Language Annals 6 (1973): 331-39.

Morrey, Robert A. "Individualization of Foreign Language Instruction Through Differentiated Staffing." Modern Language Journal 56 (1972): 483-88.

Nussenbaum, Gladys. "Hola, amigo! ¿Que tal?" Teaching and Learning, 1971.

TEACHER-DEVELOPED MATERIALS IN A STUDENT-CENTERED CLASSROOM

Renée Taillefer, Ontario Ministry of Education

I would like to outline very briefly our situation in southern Ontario. All schools in this region offer French for at least two years at the elementary level in grades 7 and 8. The program is usually audio-lingual; most of the high schools continue this type of program, or a modified version, for about three more years to grade 11. Student-centered programs in modern languages have not yet made a dent in our schools; I think I can speak for the whole province when I say that. Individualized foreign language

instruction is something many of our teachers have heard about, some may have read about, but very few (in fact, fewer than a dozen in the whole region) have done anything about.

There seems to be a certain amount of disenchantment on the part of some administrators with the lockstep nature of our programs. I like the programs that we have developed, but it seems to be a fact of life that we are turning off a certain number of students. After listening to people like Florence Steiner and Gerald Logan, I came to the conclusion that we needed more student interaction in our classrooms--less passive listening and more active particpation. Lacking a classroom of my own, all I needed to do was persuade teachers in my region to change their classroom organization and begin large- and small-group instruction. This has proved to be a rather difficult task.

In order to encourage teachers to change, even in a small way, I began to develop activity sheets (and, hopefully, units or modules) to fit into a variety of programs. When the teacher reaches a certain stage in her textual material, she can pause for one or two periods and let students work in pairs or in small groups at different activities which will consolidate what they are learning but which are perhaps better suited to their individual needs and interests. In that way she is introducing a little flexibility in the rate of learning and in the mode of learning, since there is a certain amount of free choice. This is a far cry from individualized foreign language instruction, but it is a beginning, and it has been a successful way for teachers to become accustomed to a change in organization and to their very different role in a student-centered classroom.

What are some of the points to take into consideration when developing materials? Grade level, content, suitable activities, and available resources must be kept in mind.

Level: I have usually chosen grades 8 and 9 (Junior High), which is still a fairly introductory level at which listening and speaking are of prime importance. I think it is more difficult for the teacher to develop materials with aural-oral activities emphasizing student interaction than reading and writing activities, which do not create the same problems.

Content: Will the activities revolve around a structure (such as the passé composé), around a theme (such as illness), around some formes figées (such as numbers, colors, seasons)? All these items form part of every program and, therefore, are very flexible. They can also be integrated with a unit or module on a variety of topics: sports, cars, travel, eating out.

Description of materials: In preparing activity sheets I concentrate on what can be done in small groups that will re-enter the new acquisition (whatever it may be) and make the students manipulate it in a variety of ways. Then I must develop the accompanying activities: the games, exercises, etc. Here, I keep in mind the visual impact on students. I try to have more than just writing on a page; I want to catch their eye, if possible, with something humorous. I'm not telling the students how to work through a chapter on their own; these are not self-pacing materials.

Resources: What are my resources?--cartoons, drawings of all types from magazines and books, newspapers (English and French), newspaper ads.

This is authentic material which I xerox and around which I write a few lines of material or make up games, dialogues, questions, and other activities.

Activity sheets: I have used the same format in all the activity sheets--including a rationale, objectives (stated in behavioral terms), activities, and a test.

I have used these materials with teachers in several classes, and we have evaluated the results with a questionnaire. The results have been very encouraging; the great majority of students were either enthusiastic or very enthusiastic. When teachers went back to their regular program, student motivation was much higher than it had been previously.

"LA JUSTICIA DEL BUEN ALCALDE GARCIA:" SOME PRE-VIEWING AND POST-VIEWING ACTIVITIES

Anthony Mollica, Ministry of Education, Ontario

In September 1969, the Planning Committee on Spanish presented its report to the Educational Television of Ontario (ETVO). In this report, the Committee, under the general chairmanship of Mr. George Barkley, at that time Educational Supervisor for ETVO, made several recommendations. The result of this report was that in the next two years, Mr. Barkley was able to obtain for ETVO, now OECA (Ontario Educational Communications Authority), some 24 programs of varied length, interest, and language difficulty.[1] The purpose of these programs may be summarized as follows:

1. to provide the classroom teacher with an opportunity to immerse his students in a real-life situation in the language;
2. to provide language reinforcement; and
3. to provide some cultural enrichment.

Accordingly, the programs were divided into two types: programs of language learning and reinforcement, and programs of cultural enrichment. The following are the programs currently telecast for language learning and reinforcement:[2]

1. La familia Sánchez
2. Pasatiempos españoles
3. Viviendas españolas
4. De compras en España
5. Escuelas de Madrid
6. Pablo, un niño de México
7. Un restaurante madrileño
8. Paisajes españoles
9. Danzas regionales españolas
10. Un pueblo andaluz
11. Un viaje a México
12. Viaje por el norte de España
13. Viaje por el sur de España

Programs of cultural enrichment are:

14. El organillero de Madrid
15. La fiesta de San Fermín
16. El Escorial, piedra de España
17. Balcones de Cartagena
18. Castillos de Segovia
19. La ruta de los libertadores
20. La mancha de café
21 Juan Capricornio
22. La justicia del buen alcalde García
23. Antonio Machado
24. Elogio y nostalgia de Toledo

The division between programs of language learning and reinforcement and programs of cultural enrichment has been an arbitrary one, for language and culture are inseparable. To teach one means to teach the other. For example, the scene between Don Rodrigo de Acosta and Antonio García in La justicia del buen alcalde García, in which the former addresses the latter by "tú" and the latter addresses the former by "usted," contains cultural data which are integral with language. The rules for using these forms of address afford cultural insights as to the psychology of the Spanish people, their attitudes of respect for elders and strangers, their sensitivity to nuances of speech reflecting family relationships, degrees of intimacy, and differences of age and social status. All of these insights represent cultural data which are taught integrally with linguistic skills.

But let us leave for the moment the discussion between language and culture and examine some of the pre-viewing activities which may be done with La justicia del buen alcalde García. It is most important that students be prepared in advance in order for them to derive the maximum benefit from the program. The following are some suggestions:

1. The teacher may relate in his own words--in Spanish--the essence of the program. In this way, he can introduce new elements and familiarize his students with the plot in advance. He will, as well, arouse the students' interest. This type of summary is found in the Teacher's Guide 1971-1972, Modern Language Secondary School (Grades 9-13) S. 9.

La justicia del buen alcalde García

This play, adapted for Spanish television from a chapter of El escuadrón del "Brigante" by Pío Baroja, turns on the character of Antonio García, a farmer and later the major of the town of El Villar. Don Diego de Acosta was a powerful noble in El Villar; when his son Diego, accompanied by his depraved tutor Sarmiento, started sowing his wild oats, everyone made allowances for him, considering his age and station in life. But when Antonio García saw Diego hanging around his daughter Luisa he did not consider it so lightly. He went to see Don Rodrigo and told him that if he caught his son around the house again he would shoot him.

During a visit of some travelling actors, Isabel, one of the troupe, was found in the river, murdered. One of the actors in the troupe was accused, found guilty, and executed. In the two years following the event, due to Don Rodrigo de Acosta's influence, Antonio García had become mayor. Diego de Acosta had apparently settled down and was

formally courting García's daughter Lu[illegible]a. Then, one day, there arrived in El Villar the brother of the man executed for the death of the actress. This man claimed he had proof of his brother's innocence in the person of an old woman. The day of the murder, she said in a subsequent investigation, she was in a position to see Diego and his tutor slay the girl.

Although his action was bound to bring him personal unhappiness and ruin, Antonio García determined to see that justice was done: he ordered the arrest of Diego de Acosta. In spite of his daughter's entreaties to spare her beloved Diego, although Don Rodrigo threatened him, pointing out to him that all he had and was in El Villar was due to his favors, the mayor saw to it that the two murderers were executed by the "garrote." His position and role in the village now untenable and with his daughter's happiness destroyed, Antonio, his wife, and daughter left the village, never to return.

Or, he may use a capsule summary similar to one found in TV Guide:

A play adapted for television from a chapter of Pío Baroja's El escuadrón del "Brigante." Diego de Acosta, son of a powerful noble, and his depraved tutor Sarmiento are responsible for the murder of an actress. Antonio García, the mayor, is determined to see that justice is done.

The choice for the selection of either the shorter or the more complete summary should be the teacher's decision, based on his students' linguistic ability.

2. The teacher may decide to use the play as a supplement or as an integral part of the reading program; he may distribute copies of the script in class, have students read it, discuss it with them in class, and show the skit when it is aired or, if the school has pre-recorded the program on videotape, whenever it suits the teacher the most.

3. The teacher may hand out a mimeographed sheet with a list of words or expressions taken from the program and with which the students should be familiar. A suggested list appears in the Teacher's Guide noted.

4. Since the script for the program is provided by the teacher, the teacher may want to edit it by preparing marginal vocabulary and footnotes.[3]

5. The teacher may ask students to act out the play they have read before seeing it on videotape. The student will probably identify with the character when the scene is seen on the television screen.

6. The teacher may feel that his students need only a minimum of preparation; in this case, a brief, broad outline of the program will suffice.

7. The teacher may wish to show the program without any pre-viewing activities.

It is obvious that the teacher should choose only that activity or those activities which, he feels, his class would find most useful. The amount and type of the pre-viewing preparation should be determined by the linguistic ability of the students.

The purpose of the post-viewing activities is to provide a source for conversation and discussion. The teacher should choose activities which may digress from, or are closely related to, the original topic but which make extensive use of the idiomatic expressions and vocabulary already encountered in the play. The following are some suggestions for post-viewing activities.

1. The teacher may have the students relate the essential points of the play in a narrative form. This may be done by a series of temas. Examine the following possibilities:

a. Las travesuras de Don Diego de Acosta
b. El descubrimiento del crimen
c. Los argumentos de Don Rodrigo para convencer a García que no llevara a cabo la condena
d. El testimonio de la anciana

Students should be asked to go into small groups and each group prepare a tema. This may take 15 to 20 minutes. Once the topic is developed, one of the group will be asked to give an oral report. The four reports will give a brief summary of the play.

2. The teacher could ask a student to put himself in the role of one of the characters and relate some events in the stream-of-consciousness style. The following are some suggestions:

a. Imagine que usted es Antonio García. Escriba una carta a un amigo describiendo lo que ha ocurrido, por qué usted tiene que condenar a Diego de Acosta, la tristeza de su hija, lo que será la consecuencia de su decisión.

b. Imagine que usted es la anciana. Escriba una carta a una amiga describiendo lo que usted vio por la ventana. Explique también por qué usted no fue a la justicia.

c. Imagine que usted es el chico del pueblo. Escriba una carta a un amigo describiendo el crimen que usted acaba de descubrir.

d. Imagine que usted es Luisa García. Escriba una carta a una amiga contándole lo que acaba de ocurrir en El Villar, la decisión de su padre, su tristeza y su desdicha.

This type of activity may be in the form of a letter or, if the teacher wishes to stress speaking rather than writing, in the form of a dialogue. In the latter case, the instructions will change from Escriba una carta... to Cuente...

3. The student may also assume the role of a "periodista" and write an article for a Spanish daily. The student will obviously relate the events in the past--thus practising the uses of various past tenses. Headlines for such an activity may be: "Mujer violada y muerta a orillas del río;" "Crimen violento en El Villar;" "Joven comediante acusado de la muerte de una mujer;" etc.

4. Students may be asked to develop more fully certain scenes to which only passing reference has been made. The following are a couple of suggestions:

a. El proceso de Lucas Bermejo
Personajes:
- el juez
- el procurador (que representa al estado)
- el abogado defensor
- los testigos: el muchacho que descubrió el crimen;
un cómico que afirma que Lucas es un buen hombre;
otro testigo que hable de las malas costumbres de Lucas.

b. El proceso de Don Diego de Acosta y de Sarmiento
Personajes:
- el juez
- el procurador (que representa al estado)
- el abogado defensor
- los testigos: el muchacho que descubrió el crimen;
la anciana;
Don Rodrigo.

5. The teacher may choose some salient quotations and use them as a point of departure for discussion and conversation. Here are two possibilities:

a. "Diego de Acosta ha cambiado. Es otra persona. Lo mejor sería dejar todo como está." Discútase.
b. Un hombre ha muerto por Don Diego. Tiene que pagarlo." Discútase.

6. For discussion, the teacher may suggest a "philosophical" topic (La pena de muerte" ¿amoral, moral o inmoral?); a comparison/contrast question or a question of a "historical" nature (La horca, el garrote, la silla eléctrica); or a topic to which the student will give his own ideas, opinions, and reactions (La inhumanidad de algunas condenas).

7. More challenging questions--according to the ability of the students--could follow. If the teacher wishes to discuss to what extent the actors resembled the characters as the students imagined them, the following topic may be a suitable one to start the discussion: Los actores de La justicia del buen alcalde García: ¿intérpretes fieles de los personajes?

If the teacher wishes to discuss the quality of the acting, the following topic may be suggested: El desempeño de La justicia del buen alcalde García.

If the teacher wishes to stress cultural differences between Spain and North America and to point out some type of behavior which may be regarded as peculiarly Spanish, the following might be suitable: Lo hispano en La justicia del buen alcalde García.

If the teacher wishes to discuss characterization in general, the following might be a good point of departure: Los personajes de La justicia del buen alcalde García.

Contrast and similarities may be stressed. La arrogancia (or, soberbia) of Don Rodrigo might be contrasted with the humilidad and the justicia of Antonio Garcia. The similarity might stress the dos padres dispuestos a

sacrificar todo por la felicidad de sus hijos: uno la propone, el otro lo hace. Very often, the description of one character may develop into a different, somewhat unrelated topic. For example, La influencia de Sarmiento might very well be developed later into Las influencias de los malos amigos.

8. Proverbs are also an excellent source for triggering discussions. Since they express thoughts in a compressed form, they can easily be expanded either orally or in written form. For example,

a. Todos son iguales ante la ley
b. El respeto a la ley comience por el rey
c. Le ley es buena, si alguno usa de ella légitimamente
d. Justicia extrema, extrema injusticia
e. Quien perdona al malo, al bueno hace agravio
f. Dios tarda, pero no olvida

It is not feasible for every class to use all of these post-viewing suggestions, but they do provide for variety and classroom participation. In a period where most subjects emphasize variety and classroom participation to retain students in their courses, these suggestions should be most carefully examined to create more interest in the Spanish classroom.

---

[1] In December 1970, Mr. Barkley and I spent a week in Rome and a week in Madrid at the offices of Radio e Televisione Italiana and Radio y Televisión Española, respectively, looking at both Italian and Spanish materials which might be useful for Canadian secondary school students. From the Radio y Televisión Española we were able to obtain many of the excellent programs listed. For a comprehensive guide to the use of television and VTR in the modern language classroom, request a copy of Téléméthode, prepared by F.G. Howlett for OECA. The booklet, written in both English and French, is available from Mr. A. Fasan, Superintendent of Utilization, Ontario Educational Communications Authority, Canada Square, 2180 Yonge Street, Toronto, Ontario, M4S 2C1.

[2] A script for each program is available from OECA. Each script is accompanied by a cuestionario designed to test the student's comprehension. Copies of these video-tapes are available to teachers. Requests for this service should be forwarded to Ontario Educational Communications Authority, VIPS/Service, Media Resource Centre, Canada Square, 2190 Yonge Street, Toronto, Ontario, M4S 2C1.

[3] I have edited the script as described. I shall make available free copies on request.

HOW TO INFLUENCE THE SCHOOL DISTRICT AND THE BOARD OF EDUCATION

Helene Z. Loew, Half Hallow Hills High School, Dix Hills

What exactly is a Board of Education? (Many of us have our own personal definitions!) Legally, according to New York State Law, it is created "a body corporate" and is therefore similar to the board of directors in a private corporation. Its powers and duties include prescribing the general course of study by which the pupils shall be graded, authorizing and approving the content of courses, prescribing textbooks to be used in the schools, creating, abolishing, maintaining, and consolidating positions necessary for the proper and efficient administration of these courses, purchasing and furnishing apparatus, maps, globes, books, furniture--the list goes on to include many other items.

We, the public, elect these peers, these fellow citizens, these fellow tax payers to a limited term of office, and we, the public, decide on when and where and for how much a new school shall be erected, or whether we approve of the budget or transportation issue or library expenditures or the purchase of land--the list goes on for us too.

The Board of Education member is responsible to the private citizen who elects him, who is his neignbor, and who supports the school system with his taxes. The Board meeting is the last remnant of true democracy, where the individual can go and express himself or where large groups, very often with special interests, can be heard. The budget vote and election of Board members have immediate impact on policy; the individual's vote counts heavily.

In other words, although the Board of Education is endowed with many powers, its duties are primarily to carry out state law--and the wishes of the community it serves. Despite the fact that Boards of Education may have periods of political orientation, favoritism, or closed minds, an aware electorate will not and can not tolerate such grandstand playing, such capriciousness, such servitude to a cause that does not necessarily represent the majority of the taxpayers. Democracy works slowly, but surely!

What does this have to do with public relations and foreign language? Many of you are already aware from personal experience, I'm sure. How many of you have fought to save a portion of your language program and won?--or possibly lost? In researching some of these battles, I have found that there have been several wins or ties as well as losses, and, of course, there are many districts where no changes have been made and where the program has actually been expanded. In the austerity or tight budget era, FL is often one of several areas cut back either by the loss of FLES, the seventh-or eight-grade program, or the creation of a two-language district which often eliminates Russian, Latin, or German. Unfortunately, cuts were often made so quickly and quietly that few people realized what was occurring, and no time was left for the mobilization of the public against such moves.

FL was cut, but often nothing substantial was substituted; students, especially seventh and eighth graders, went to study halls. After six months of this, parents realize what is being lost by their children and, through the PTA, implore the Board of Education "to afford all their children the opportunity of having a well-rounded curriculum," as one letter states. Petitions were distributed and write-ins collected. The public is involved and backing FL. Win or lose, in such a district, the electorate is speaking and being heard. A loss on this

issue may cause a present Board member who votes against the reinstatement of FL his position in the June elections.

In other districts, there was an immediate campaign to force the Board to retain FLES or junior high FL--in which FL personnel rallied administrators, parents, and, most effective of all, their students, through telephone chains to come to the Board meetings and demand that FL be retained. There is nothing quite so forceful as parents and students participating in the comments from the visitors' section of the Board meetings! Why will parents and students support the FL program in a school district?--Because it is GOOD, because students are learning and liking it!

I suggest that we look to a more positive, less defensive approach toward the Board of Education and outline an offense which might be too strong for anyone to attack. Begin with the students!

1) Throughout the FL department, hold a curriculum day no later than the end of October--an evaluation in June may be too late! during which all classes discuss the particular class, its goals and methods, and the total FL program as the student views it from his perspective. Teachers may ask for personal evaluation of themselves, if they wish. It is an excellent time to look at oneself critically through the eyes of the students. Everyone, including especially the quiet ones, should be urged to give an opinion.

2) Develop the FL curriculum cooperatively! Call in one or two representative parents (active PTA members), one or two students who are student government representatives and good spokesmen for their peers, an FL teacher, and the chairman. Using the suggestions from Curriculum Day, review the total program, discuss the school's general philosophy, and then expand, but, change.

3) Present the suggestions to the FL Department for discussion, polishing, and final approval. Remember teacher involvement!

4) Present the revised program to the principal, who in turn sends it on to the Board or its appointed curriculum supervisor. A mutually developed program is much more difficult for everyone to reject for irrelevancy or lack of "meaning".

5) After approval, periodically involve students in evaluating the progress being made. It is incumbent upon teachers to discuss the progress in their own classes.

These steps are the basis of a good program, a program that is tailor-made for the students whom we teach, geared to the intellectual aspirations--and hopefully a bit beyond--of the community we serve, and accepted by all FL teachers, school administrators, and the Board of Education.

From such a program will come new ideas, active students and active teachers, events to publicize in the school newspaper, the school and district newsletter, and in many cases the local or possibly area newspapers. Even if they are not headliners, write up every activity that involves students, take pictures, and make the public aware of the enthusiasm being generated by a totally involved staff and their students.

In addition, in many districts, the Board of Education will request an annual or bi-annual presentation of all programs in the curriculum, where key people give an oral review of the subject areas. A good, live presentation is more effective than an excellent written one--and you're there to answer questions. If this is not being done, request that it be incorporated in The Board's activities. In other districts, departments open their doors for a week or two with special invitations to the Board of Education as well as parents to come and see.

The sensation of being on the offense in an active, aggressive, open role brings with it tremendous responsibility--to reevaluate, to improve, to move forward. Assuming that we are all doing a fine job in the FL classroom, we must do even more. Our students will let the community, the Board of Education, and the world know it!

HOW CAN FOREIGN LANGUAGE AND EDUCATION DEPARTMENTS PREPARE FL TEACHERS BETTER?

Anthony Papalia, SUNY at Buffalo

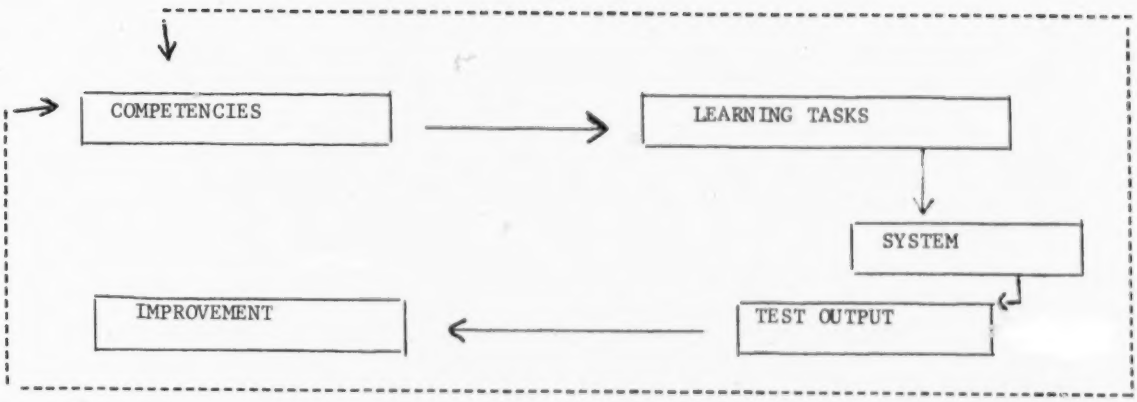
There exist today two general approaches to the problems of dealing with other people. The first might be described as the stockyard approach. It consists of going ahead of the herd and closing all the gates which the cattle are not to use and opening those in the direction you wish to have them move. When this has been accomplished, one gets behind the herd and creates some kind of annoyance or threat to put them in motion. It is a method of dealing with people based upon fencing them in and, while it works very well with cattle, it often breaks down with people.

Another approach, quite different, is the facilitating approach. It begins with the assumption that a group is seeking an answer together. It begins with the attitude: "Let us go together, through honesty and openness, through conference and discussion." In this kind of approach, responsibility is shared, communication is facilitated, need is perceived, and occasional failure is expected and tolerated. Although it may be somewhat slower than the stockyard approach to a problem, in the long run it is likely to be more effective. It is likely to produce, stimulate, and encourage new ideas rather than force the defense of ones already in existence. Better answers are likely to be produced because there are more persons responsibly involved in the process!

Many, it seems, have overlooked the third possibility of acceptance. This is a position of honesty and integrity, not to be confused with resignation. It is a position which states: "I will not attack you,but neither will I permit you to push me around." One who assumes this attitude is not placed in a position which requires attack or appeasement. People who behave in this manner establish a climate of openness and trust.

To argue that content is more important than methodology is, I think, like arguing that your right leg is more important than you left leg when you run. Unless you have both you are not going to run anywhere, and unless you know both content and methodology you are not very likely to be a successful teacher.

At the University of Buffalo, the Departments of Foreign Languages and Education use the facilitating approach and cooperate in preparing language teachers. We talked about the competencies that the foreign language teacher would have to possess related to a) practical command of the language, b) language analysis, c) culture, and d) teaching and learning--then we designed a system to develop these competencies.



It was decided that students majoring in a language should spend some time abroad. Together with the various language departments we developed Study Abroad Programs. French students may spend their sophomore year at the University of Grenoble, France, where they participate in the pedagogical section by taking a practicum in Comparative Education and Methodology. During this practicum students assist the teachers of English in the schools and possibly tutor French students in English.

During the junior year they enroll in an urban or suburban teacher-center program. Their first course involves the study of sociological aspects of education in general and the study of the urban or suburban community in particular. It runs for one semester, and students become involved in various activities both on campus and in the community. They spend approximately two hours per week in a campus class and approximately two hours per week in the center-related activities.

Most of their time in the center is spent in intensive observations at levels appropriate to their interest, and they focus attention on:

A. Arrangement and availability of equipment and materials in the classroom.

B. Aim of the lesson:
   1. Are the objectives identifiable?
   2. Are the objectives known to the pupils?
   3. Are the objectives accomplished?

C. The procedure of the lesson:
   1. What introduction or motivation is used by the teacher?
   2. Is the lesson developed step-by-step?
   3. Is there a variety of activity in each lesson?
   4. To what extent are pupils involved in the lesson?
   5. Are pupils guided toward answers to questions?
   6. Does the work seem challenging?
   7. How is the classroom climate? Is it formal, informal, tense, or cooperative?

In addition, students are to study and observe the social context of the school. During this stage it is emphasized that the school is but one agency concerned with the education of children and that it is subject to pressures from a variety of other agencies; thus, student experiences include attending meetings of P.T.A.'s and the school board, and spend some time in the community in places where students meet. Moreover, the stated goals of the school are examined, and the articulation of these goals at different levels is discussed. Laboratory experiences include discussions

with a representative of student government, the principal or his representative, and a counselor, and observations in the faculty room, halls, etc.

During the last part of this stage, students examine attitudes of teachers and students in the classroom in terms of interpersonal relationships, e.g., individual or peer group interaction, emphasis on cognitive developments, seating arrangement , inducement or structuring of cooperative norms vs. competitive norms.

During the second semester in the center program, students take a course in team teaching in which both the student and the cooperating teacher realize that this phase should help prepare them for a more rewarding experience during the student-teaching phase. This is an opportunity for the teacher to preorientate his student teacher.

This phase may run for an entire semester or for eight weeks. The full-semester student spends two hours per week in class on campus and is expected to spend between six and eight hours per week in the center. The following activities for students are suggested:

A. Micro-Teaching--Students may prepare and present brief lessons (five to ten minutes) dealing with one single concept.

B. Tutoring--Student may work with small groups or individuals who need extra help in their studies.

C. Basic Routines--Students become familiar with routines expected in student teaching:
   1. Correct papers
   2. Record grades
   3. Run A.V. equipment
   4. Prepare and run dittos and other duplicators

D. Orientation to School Facilities and Resources--Students are acquainted with resources open to them as student teachers:
   1. Instructional media
   2. Guidance
   3. Health
   4. Student activities coordinator
   5. Teacher aids

E. Familiarization with Operational Structure--Students acquire an awareness of:
   1. Staff hierarchy
   2. Instructional teams
   3. Scheduling
   4. Curriculum

In the senior year, students take seven weeks of intensive practicum in the areas of methodology, curriculum development, and instructional media and terminate their experiences with student teaching.

During this phase, a graduate in-service course is offered to cooperating teachers in the center which deals with an analysis of the purpose and function of student teaching and the role of the cooperating teacher and the college supervisor. The course deals specifically with:

A. Study of Research in the Area of Supervision including discussion of:
   1. Problems of Cooperating Teachers
   2. Problems of University Supervisors
   3. Problems of the Student Teacher

B. Study of Supervisory Techniques
   1. Models
   2. Check Lists
   3. Interaction Analysis

C. Study of Innovation and Development in:
   1. Learning-Teaching Process
   2. Student Teacher-Cooperating Teacher Relations
   3. Student Teacher-Supervisor Relations
   4. Supervisor-Cooperating Teacher Relations

By using this model in the preparation of foreign language teachers, the roles of the cooperating teacher, the college supervisor, and the student were altered.

The cooperating teacher became a participant because he felt a professional obligation and desire to contribute to the improvement and development of teaching as a profession. He was a counselor, instructor, and evaluator of the student.

The college supervisor was a resouce, a counselor, a confidant, and a helpmate to the student and to the cooperating teacher. He did not evaluate the student, but offered constructive criticism where appropriate. He acted as liaison between the school and the university staff involved in the center. It was his job to assist the school administrators, teachers, and students in achieving a smooth-running program.

The student teacher was a co-worker in the sense that he was professionally responsible for the learning experience of those pupils with whom he worked. He was a student in the sense that he was in the situation to learn to develop his potential and abilities for teaching.

It was interesting to note that of the 26 students who had gone completely through the center program, 26 acquired either full- or part-time teaching positions and 23 of them felt that involvement in the center program aided their acquisition of positions in some way.

WHO PREPARES THE COLLEGE TEACHER? HOW IS HE SUPERVISED?

Gifford P. Orwen, SUCNY, Oneonta

These are provocative and timely questions. Doubtless in the minds of some the answer would be, "No one". Some years ago, this reply might have been reasonably valid. When I made my own teaching debut at the age of 22 in a large college in this state, I can recall no particular words of advice, no orientation, and no supervision. When I inquired whether my classes would be observed, the reply was: "There's no need. What we don't hear through the transom, the students tell us." We were merely handed our textbooks and expected to proceed as best we could. Apparently no problems

were anticipated. The good offices of experienced younger colleagues and the excellent examples of the senior professors certainly saved us from egregious blunders. The students must have been patient and docile; there were no revolutions and the majority managed to pass their examinations respectably enough. At the time, I am afraid I would be somewhat chagrined today could I view myself as an inexperienced graduate student teaching elementary French to a class of 35 freshmen. Yet this casual indoctrination was the order of the day for many years in far too many name schools--not alone in foreign languages, but in virtually every area, notably math and English.

Recently, however, there has been a dramatic change, and I venture to suggest that foreign languages faculties have been among the most responsive in upgrading their methodologies. The supervision and training which the young college instructor now receives in most of the larger schools is in many respects more rigorous and exacting than at almost any other level.

What factors have occasioned this phenomenon? As far back as World War II, when we were confronted with an immediate and desperate need for linguists--particularly in the less common languages--a renaissance in language teaching began. The military services set up language schools overnight, objectives were changed, techniques were pitilessly re-examined, new materials were produced, and, with the strong motivation of a second lieutenancy as bait, remarkably competent linguists were turned out in record time. Much more efficient and effective techniques had been developed and a new methodology established which put far greater responsibility upon the instructor. Gone were the days when a leisurely translation method with scholarly digressions by the professor would suffice. Henceforth, a very adept and resourceful practitioner was required. Subsequently, NDEA Institutes for the retraining of teachers reinforced these newer approaches. High school students were more fluent and better prepared. Colleges could no longer ignore the necessity for training their language instructors.

Indeed, had there been hesitancy on their part, students were becoming so vocal in their criticism of various aspects of university life, particularly poorly trained graduate assistants who were charged with teaching an inordinately large number of sections, that teacher-training at the college level became an issue of great concern. An additional and potent impetus also came from student ratings of faculty which were being published for all to see, sometimes even analyzed by a computer. Thus, each instructor was privileged to learn what his captive audience actually thought of him. Every aspect of the course met with comment. Outrage prevailed in some quarters, but there was very little malicious criticism. Students are, by and large, both decent and objective in their judgments and quick to give credit where due. The results of such surveys can be of inestimable benefit. The instructor is put on his mettle. Sufficient persons have commented upon his performance that--unless he be completely impervious to the opinions of others--he cannot but profit from the general thrust of their remarks. Any intelligent individual will reappraise his practices critically, and usually emerge a better teacher.

Two other factors which have contributed to the improvement of teaching at all levels are television and vastly increased opportunities for cheap and speedy travel abroad. A generation accustomed to nightly viewing the best of professional entertainers does not easily suffer an inept performer in the classroom . Similarly, a class--many of whose members have prowled around Notre Dame and who have some familiarity with Mexico or the Escorial--has a right to expect a teacher whose training has included comparable experiences.

What specifically is being done in the average college to train its teachers? In most schools, particularly where there are multiple sections and where there is some annual turn-over among the younger instructors, there is an orientation session preceding the opening of the fall semester. Departmental policies are explained. Overall programs or schedules for the lower-level courses are duly set up for at least the first month, if not the entire semester, since it is imperative that a uniform program be maintained. Inevitably, students pass from one instructor to another, and there has to be a clear understanding as to the specific number of lessons to be covered, as well as classroom procedures (aural-oral drill, readings, types of exams, etc.). Nothing occasions bad blood among colleagues more quickly than the discovery that one has inherited students who have not completed the requisite work, who claim they never heard the language spoken in class, etc.

The establishment of clearly-enunciated objectives and well-devised procedures represents in itself the first step in training. The succeeding sessions resemble a methods course in miniature. Topics may range from the presentation of grammar to visual aids, from effective use of the blackboard to testing procedures. In every case, various teaching techniques are demonstrated by experienced instructors (simple pattern drills, substitutions, transpositions, "warm-up", etc.). Thus far the meetings are of a general nature, applicable to any commonly-taught language. At this point the course coordinators for each language assist in drawing up actual lesson plans for the first unit or chapter to be covered. The work is thoroughly analyzed and discussed; the neophyte has ample opportunity to ask questions and is sufficiently prepared that he can attend to his first assignments with some measure of confidence and with the realization that he is proceeding along orthodox lines. These sessions are, of course, repeated at appropriate intervals.

Obviously a crash program of this type needs reinforcement. In most institutions inexperienced instructors are required to make at least four visits to the classes of a "master teacher" to observe his presentation of the same material. In turn, the new instructor is observed in his classroom approximately four times, usually once or twice by the department chairman, as well as by the course coordinator or "master teacher."

These visits are followed by a private conference. The teaching assistant may be asked to analyze his own performance, listing his strong and weak points. In some institutions the supervisor is required to fill out a detailed check list of pertinent questions: Does the teacher use the foreign language sufficiently in class? Was there adequate review of previous material before beginning the next lesson? How is class participation? Does the instructor attempt to motivate the class before proceeding to new material? Such confrontations frequently prove trying to both parties, and every effort must be made to eschew the personal and concentrate on the constructive.

In certain schools, teaching--and indirectly training--is highly structured. One knows almost at a given moment exactly what is transpiring in an elementary section of German I, for example--a somewhat stifling situation to say the least! In one university noted for its teacher training, the disposition of every class hour at the lower levels is strictly prescribed. Upon entering the classroom, students proceed to the blackboard where they write a portion of the day's assignment. The instructor rapidly corrects these exercises. The next five minutes are spent in warm-up drills, pronunciation exercises, etc. Ten minutes are set aside for the presentation of new material; a dictation may be given; the remainder of the hour is then devoted to student participation in some sort of oral work, conversation, discussion of reading, or the like. Once a week the instructor accompanies the students to the lab to check upon their progress. Frequent department exams are administered. This relentless pattern is set up well beforehand; the instructor has no time to hesitate or deviate. He is virtually forced to adhere to this brisk, eminently practical modus operandi,

and cannot but develop something of an organized, well-paced method of his own.

In larger universities one occasionally encounters a one- or two-hour course in methods directed specifically to teaching assistants. Whether it is any more efficacious than the concentrated orientation sessions given before the opening of school is a moot question. In any case, any system needs follow-up, frequent group discussions, and individual counseling, as well as realization on the part of the young instructor that his efforts are being scrutinized and that help is available if needed. Incidentally, we should be remiss to ignore the growing body of material in professional journals which is directed to college rather than to high school teaching. This is a very positive factor which reflects the concern and involvement of language faculties in this problem area.

In my own school a somewhat different situation prevails. We are smaller and have less turnover. However, we are very teacher-oriented. In each of the three principal languages taught--French, German, and Spanish--there is a coordinator for the lower-level courses who meets prior to the beginning of classes with those concerned in order to draw up a uniform syllabus, advise, and assist inexperienced instructors. These groups subsequently meet at regular intervals to ensure that their efforts are coordinated, to resolve any difficulties, to plan exams, and the like. In addition, the department has occasional symposia at which we openly discuss any problems, questions of technique, students--indeed, any facet of our work. Two or three language majors are always invited to join us.

Our teacher training or methods course for undergraduates has been of particular aid in focusing attention upon teaching skills. It is a cooperative venture in which most of the department members participate, initially as lecturers and subsequently as critics during the seven-week period in which students make their presentations. This affords an unusual opportunity for the mutual exchange of ideas, since faculty members are forced each semester into discussions of virtually every aspect of teaching. These encounters have proven enormously beneficial. Attitudes are more flexible and instructors are more willing to countenance change and experimentation. I might add that students in the course are invited to visit any of our classes and are frequently permitted to present a unit themselves. The very fact that these prospective teachers, full of theories and critically alert, are, in effect, sitting in judgment upon us provides us with abundant reason to practice what we preach.

It is my impression that colleges have moved very definitely from an indifferent and falsely superior position vis a vis undergraduate teaching to a very responsible and involved one. Our motives may be more pragmatic than lofty, but we realize, as never before, that our very existence depends upon setting a creditable example. In these days, sloppy teaching advertises itself all too rapidly and, with well-trained candidates knocking at the portals and administrations stingy in granting tenure, it behooves us to do our best.

TEACHER PREPARATION FOR STUDENT-CENTERED LEARNING IN MODERN LANGUAGES

Francoise Howard, Queens University, Kingston

In the province of Ontario, recent statistics have shown that student enrollment in French as a second language in secondary schools has declined considerably. One could rationalize that this is due to the fact that many university faculties no longer state a language prerequisite. One could protest that the greater number of subject offerings and the scintillating here-and-now appeal of some of these will take a toll of all the traditional disciplines. One could pin the blame on some fluctuation in standards of French instruction at the elementary level. (Yet, it is commonly recognized, that is where the "excitement" is generated--which palls soon after enrollment in Grade 9!) One could rely on the old cliches that Anglo-Saxons are not generally "gifted for language studies" or that North Americans are "not attracted" to foreign cultures. One could quarrel with audiolingual programs that must be supplemented, at senior levels, with an input of grammar-translation materials, thus creating confusion in the student at a critical articulation point of his development in language skills. One could relate the lack of appeal of certain commercial programs to the poor choice of topics and themes in terms of student interest. One could reflect, in all humility, on whether or not the quality of teaching has been given sufficient importance at the secondary and the university levels. One could turn a critical eye on the teacher-preparation centers for lack of foresight and vision in not hearing the alarm signals and not providing "alternatives."

At all events, it is of little avail to shrug off the problem by saying, with some measure of bitterness, "So much the better: now, only the gifted will choose French. With such motivated students, we shall do wonders." What will happen when the high-aptitude student drops French out of sheer ennui? It is no more realistic to hide one's head in the sand and hope the problem will solve itself or the "pendulum swing back." If we wait that long, it may well be that the pendulum will not "swing" at all! Of course, it is futile to grow morose and fall into a grey despondency over the whole matter. The only course open to us is to gather information in whatever milieu we are, recognize the problem, rally together, and try to generate possible solutions. There may be several solutions to several problems. Student-centerdness may be one solution.

At the moment, in most of our schools, students have no say in the content of a foreign language course, in its objectives, in the methodology by which it will be taught, or in the kind of skills it will develop. Very few courses are designed with the needs of students in mind. The content is specified in outlines from the Ministry, as is the sequence and the most "desirable" methodology. Curriculum guides often underscore this principle that there is an "ideal" sequence, content, approach, and method. There are "recommended" text-books or programs. School boards are loath to re-invest in commercially-prepared programs purchased at prohibitive costs, and "successful" Department Heads are wary of "trends." Most audiolingual programs require teacher-centered instruction, allowing little interaction between students, giving slim attention to individual pacing, providing scarce opportunity for sustained motivation in the less gifted, offering no challenge in the more gifted.

In the "inflexible lockstep" students still "sit and listen to the teacher" and are required to remember." The quiz, the test, and the examination still require a whole class, within a given time-span, to arrive at a uniform competence and performance level in order to be admitted to the next level where matters go on very much the same way. Faced with the new concepts of "accountability" nad "relevance," teachers interpret student-centeredness as the providing of additional help to the low-achiever and enrichment to the high-achiever. Although genuinely concerned about the welfare of their students, most teachers still have what Hocking called "tunnel vision," in which the focus of foreign language teaching is the actual or assumed university requirement. Furthermore, and quite justifiably, today's experienced teacher will probably point out that his own teacher preparation did not provide him with techniques by which he might adapt programs or develop material for a student-centered setting, much less for individualized instruction. It follows then that the urgent task for teacher preparation institutions is to provide in-service training for our colleagues in the field; this to be done in workshops, work-ins, teach-ins, on or off campus, at times convenient for teachers to attend. The next, no less urgent, requirement is for us to convince administrators to lighten the work loads of some of our language teachers to allow them regular opportunities for working together in setting objectives for diversified types of courses, with varying contents,and varying stress on different skills to meet students' needs in studying a foreign language. The third task of the teacher preparation centers is to assist the practitioner in gathering such materials into some sort of Language Activity Packets by providing suggestions for planning and sources of such materials.

In 1973 how can the current teacher preparation program encourage student-centered learning?

First, the teacher preparation program itself should represent a model in student-centeredness. Second, this program should acquaint the student teacher with teaching strategies aimed at developing student-centered instructionin his own classroom.

In our Faculty of Education, the student-teacher in modern languages (French or German) is presented with a Program Outline of his year's work. Under the heading of "Competences," 20 items are listed. Under the heading of "Suggested Learning Experiences," reference is made to the six "Objectives" which constitute the core of the program, namely:

1. The Maintenance and Improvement of Language Skills
2. Teaching Procedures
3. Methodology
4. The Application of Linguistics to the Teaching of Modern Languages
5. Tests and Measurement
6. Research and Background Reading.

Each of these six "Objectives" appears on separate instruction sheets also placed in the hands of the student-teacher; under each "Objective" appears the list of "Suggested Learning Experiences" referred to in the Outline. These are to be conducted by the student, either on an individual basis or in communication or cooperation with his peers, his associate teacher in practice teaching, in his field studies in the community or with various instructors on the faculty. These experiences prepare him for the 20 "Required Demonstrations of Competence" (indicated on his Outline) couched in taxonomical terms and responding to subject matter or affective performance objectives. Thus, all conditions of performance or proof of competence are set down. Each "Required Demonstration of Competence" is graded on a point system of 1 to 5, easily translated into marks, as required by our university, at any time during the year. Each "Demonstration of Competence" can be completed at any time, in any sequence. A second "try" is allowed for upgrading. For reasons of mid-term assessment, ten of the "Demonstrations" are required

at the beginning of January. Some of the "Competences" are demonstrated on a continued basis by contract agreement. For instance, based on the results of a September pre-test in the four language skills, each student teacher is assigned his own on-going personalized program and receives progress reports from his instructor during interviews at given times in each term. Other "Competences" are presented in combination with one another but graded separately. Forinstance, a unit for teaching a literary work may be coordinated with a requirement to produce A-V materials following a self-instructional exercise in the media center.

By the very nature of several "Competence" requirements in the student's own program, the fact emerges that a transfer of such teaching strategies is quite possible within a course he or she might set up in his own school in September.

Moreover, the surroundings in which the student teacher performs his competence-based program is, in itself, a model of effective use of physical space and facilities--a language laboratory, a fully-staffed audio-visual center, a resource center, a well-equipped classroom with ample possibilities for re-arrangement of equipment and furniture and re-grouping of students.

On the other hand, flexibility in the types of learning activities is further illustrated by the effective use of the time factor. Our timetable provides four contact hours scheduled either for group instruction, large-group seminars, guest appearances, or peer-teaching experiments. Outside the contact hours, tutorials are slotted and appointments granted for assistance in current assignments or for assessment reports.

But, above all, the student teacher is prepared for student-centered instruction in a more formal, specific way. Several of the "Competences" call for designing of curriculum and its implementation. As one example, there is the preparation of graded materials to initiate and develop the four skills. As other examples, I shall mention the preparation of a statement of goals and performance objectives based on Ministry of Education outlines for a modern language course for one school year at any level; a unit for teaching a literary work or general theme using the principles of individualized instruction the setting of behavioral objectives for two different ability groups studying the same lesson of a commercial program, describing the learning activities and assignments and preparing a sample test in the language skill it chooses to develop; the designing of a three-week module, for lockstep presentation, to 25 low-achievers, stating behavioral objectives and preparing one sample type of learning activity to be handled by the class; the preparation of a dossier on one cultural aspect related to a modern novel taught to high-achievers at the senior level; the planning, organizing, and implementation of a field trip, involving elementary school pupils and para professionals (e.g., a shopping excursion with the cooperation of native speakers who are managers or staff of local stores).

It could be said that the student-centered program we have attempted so far is based on individualized pacing rather than individualized instruction in as much as it provides activities, tasks, and instructions which are still imposed by the instructors, whereas individualized instruction is a continuous, non-graded program which implies provision for varied learning strategies and varied modes of attack.

After a one-year trial, the baptism of fire of our program, my colleague and I are fully aware of the flaws in our model. There were moments when we feared we had created a Frankenstein, so much did it arouse anxieties and frustration; we are presently toiling at restating our goals, revising our suggested learning experiences, and refining our tests. We hope a new model will rise, phoenix-like, to greet our incoming students in September 1973.

By setting ourselves to these tasks, we heed the message of the humanists who warn us that the forces of standardization and depersonalization in our workaday world are a constant threat to our young people who, in their school hours at least, should, as George Leonard writes, "learn delight, not aggression; sharing, not eager acuqisition; uniqueness, not narrow competition" (Education and Ecstasy, New York: Delacorte Press, 1968).

HOW ABOUT THE TRAINING OF TEACHERS?

Barbara Elling, SUNY at Stony Brook

Most foreign language teachers who have accepted and practiced the philosophy and principles of personalization and individualization that are the student-centered classroom today are self-educated. Out of the total number of foreign language teachers in this country it is a relatively small number. Our major problem is the training of new teachers. Most methods instructors are trying to incorporate the principles of individualization, but how can the methods instructor expect his students to perform if their training during the first three years of their college education has been contrary to most of the principles of individualization.

Today's pluralism of methods and developments in the personalization of foreign language instruction presents a great challenge to the teacher trainer. In the past foreign language teacher training had been sort of an affair of chance, hit or miss.

The problems the teacher trainer faces are compounded by:

1. restrictions within the college curriculum (several foreign languages in the same methods course);
2. general uncertainty of the exact needs of the future teacher (the programs he will find in his first year of teaching vary greatly even within the same district);
3. colleagues who insist that literature courses' are far more important than courses on deep and formal culture concepts, curriculum development, and contrastive linguistics.

We on the college level must try to solve these difficult problems and attempt to make the best of our individual situation, which often includes re-education of colleagues and administrators. More importantly we should plan for the methods course around basic guidelines:

1. The methods course must center around the student teacher by:
   a. establishing the needs of the field as realistically as possible
   b. establishing the individual interests, needs, and abilities of students through interviews, questionnaires, and class discussion at the beginning of the course
   c. transferring the role of the instructor as the only model

and center of the course to the student
d. affording the student the opportunity for self and peer evaluation

2. The course must be output oriented
   a. methods texts, formerly in many instances the core of the course, are to be replaced by a variety of materials as diverse as our methods and by student produced materials
   b. students are asked to produce their own video-tape programs, cassette recordings, culture units, visual aids
   c. students adapt existing software to individualized programs

3. The student teacher must be trained in the process of decision making
   a. the course should be more problem oriented; readings, observations, demonstration, and micro-teaching segments are brought together to relate specifically to particular teaching problems
   b. simulation exercises can be used involving the areas of attitude, motivation, and discipline which the foreign language teacher encounters in high school.[2]

In observing these three guidelines the teacher trainer gives recognition to the philosophy that it is now the learner "who is the source of all diversity. In a sense he is in control of the entire educative process. He controls an input into curricular objectives and his nature further dictates characteristics of the educational process."[3]

Let me describe a methods course which attempted to, and for the most part succeeded in, adhering to the first two guidelines despite the restrictions named above, namely: (1) one methods and materials course dealt with as many as seven languages, and (2) the previous, overall training of the student was literature-oriented and teacher-centered.

A. the initial planning as well as a major part of the course involved the Instructional Resources Center on campus. The highly trained personnel conducted workshops for the students in:

   1. The operational aspects of video tape equipment (three weeks at the beginning of the course; students worked in teams of four to five; only one team worked during each class period).
   2. The operational aspects of conventional equipment: 16mm projector, tape recorder, slide, overhead, and opaque projectors.
   3. Familiarization with Computer Assisted Instruction and the multi-media language course presently offered on campus.

In the first half of the course the video tape equipment was used as a means of self evaluation, and in the second half it was used in what turned out to be student-produced, small scale, multi-media programs. For these productions the students worked in groups; each group consisted of technicians, script writers, directors, and actors.

The steps used in developing learning activity packages, conventional units, and the writing of lesson plans were all discussed parallel to the activities described above--in other words, they organically "grew out" of the practical experiences and media interaction of the students. Theoretical lectures and theoretical models have almost entirely disappeared from my course. Models are brought in by either using video taped or filmed demonstration classes or actual observations in cooperating high schools.

The third and last of the guidelines for the teacher trainer involves the training of the student teacher in the process of decision making. The steps in the decision process are:

1. Identify the problem, i.e., identify the focus and specify areas of concern for your students.
2. Establish instructional, i.e., behavioral, objectives.
3. "Stage" the simulated incident (film, tape, slide).
4. Develop a list of appropriate readings.
5. Try out the simulation (real life).
6. Evaluate the simulation.
7. Modify simulation.

In adhering to these three guidelines I have noted that through centering around the students' need and interest, emphasizing student output, and training students in the process of decision-making the methods course itself can become a model of personalized and student-centered learning.

---

[1] Taught in the traditional manner. For an interesting article on an individualized approach to the teaching of literature, see James W. Brown, "Don Quijote Individualized," Foreign Language Annals 6 (1973): 372-73.

[2] For an excellent article on this subject, see Charles Hancock, "Guiding Teachers to Respond to Individual Differences, " Foreign Language Annals 6 (1972): 225-31.

[3] Gilbert H. Jarvis, "Teacher Education Goals: They're Up the Street Where I Was Born," Foreign Language Annals 6 (1972): 202.

SHOULD THE METHODOLOGIST TEACH A WIDE VARIETY OF APPROACHES OR DECIDE ON THE BEST AND INSIST ON IT?

Howard Hainsworth, University of Toronto

It is sometimes a source of comfort to realize that other people in previous centuries and in different geographical and social conditions have faced some of the same problems that confront us today. Did you know, for instance, that the teacher-pupil ratio has not changed significantly since Shakespeare's time? Neither did I, until I was looking for an illuminating pearl of wisdom with which to begin. Quite near the beginning of The Merchant of Venice, Portia says to her maid Nerissa:

> It is a good divine that follows his own instructions: I can easier teach twenty what were good to be done, than be one of the twenty to follow mine own teaching.

To put it in a more succinct form, Portia is really expressing the idea contained in the saying "Do as I say, not as I do."

Isn't this one of the main problems encountered by anyone who is involved in teacher-training--either as instructor in methodology, clinical supervisor, or associate teacher? For most of us, it is far easier to say to a student-teacher, "This is what I would like you to do" than to actually give him a perfect demonstration of a certain technique or type of lesson in front of an actual class of elementary or secondary school students. Students, student teachers, and teachers are all human beings--in varying degrees--and there is always the element of the unexpected when any sort of interchange occurs between two or more humans. Thank goodness there is that element of surprise or unpredictability!

The saying "Do as I say, not as I do" also presents another facet which teachers and teacher trainers might consider. Do we really want to produce a series of replicas or duplicates of ourselves who will put into practice in the classroom our own teaching style, our whole teaching style, and nothing but our own teaching style? Unless the teacher concerned is a supreme egoist, the answer must surely be "No!"

Can we really teach someone else to teach? The reply to this question depends, of course, on one's definition of the word "teaching." At its best, teaching is an art--I'm sure you're all familiar with Gilbert Highet's book The Art of Teaching; at its worst, it is a daily rehash and regurgitation of old lesson plans. We can perhaps train prospective teachers to perform certain identifiable tasks; we can acquaint them with a number of techniques; we can attempt to save some of them from making some of the basic mistakes we ourselves made when we were in their shoes (though I'm increasingly under the impression that this is a forlorn hope). In other words, we can pass along certain skills which we assume they need to enable them to stand in front of a class and do an acceptable job. But as far as teaching them the art of teaching is concerned, I feel that it's an impossible job.

Great teachers have attributes which cannot be taught, and an attempt to imitate such a teacher slavishly usually ends in frustration or disaster. Some people seem to be naturals; they can teach anything to anyone. I would like to use a personal example here to illustrate my point. Many of you will be familiar with the name of Helen St. Jonn--some of us had the privilege of receiving our teacher training in languages under her guidance. To try to copy her methods to the letter would be an utter impossibility, and I am sure that Miss St. John herself would be hard put to try to describe her own method of teaching. But more than one generation of language teachers in Ontario should be eternally grateful to this gifted teacher if only for the fact that they were able to pick up from her many techniques and hints which have stood them in good stead in their own teaching careers. I like to think that some of my own students have found the learning of French irregular verbs a little more enjoyable than it might have been because they were able to sing the principal parts of the verbs a la St. John.

Should one method be presented to teachers-in-training or should a variety of methods be employed? If the instructor were sure that the method he was presenting was indeed the perfect one, then there would be a valid argument for presenting it to the exclusion ofall others. Kenneth Chastain, in his recent book, The Development of Modern Language Skills: Theory to Practice, offers some sound advice on this point:

> The theoretical stance of linguistics and psychology has changed since the late fifties and early sixties in which the audio-lingual approach rose to dominance. In some respects the teacher's task was much easier then, at least psychologically, than it is today... There was no hesitation, no self-doubt, no concern with choosing between opposing philosophies of language teaching. Today the situation is different. New theories are being outlined to challenge the older ones, but corresponding classroom techniques have not been developed. The teacher is confronted with two basic philosophies. How does he choose? The answer seems to be that at present he cannot or should not. Above all, he should avoid the temptation to say "This is the right method." If anything has been learned to date, it is that there is no single best method.

Perhaps it would be wise at this point for me to emphasize that we must not confuse method with program or course. We speak of the traditional method (whatever that means), when we should more properly be speaking of traditional methods (in the plural): the grammar-translation approach, the reading of great literature approach, and so on. We contrast these methods with what is usually referred to as the audio-lingual method, which itself is being looked on with some suspicion today, and we are witnessing at present the return swing of thd pendulum in the partial fusion of the traditional and audio-lingual methods in the Modified Functional Skills Approach.

Eclecticism is in the air, and more and more teachers are realizing that they can find useful ingredients to augment their own courses by making judicious use of materials from other kinds of courses. Depending upon one's own bias, this fusion of the two methods is either a return to sanity or a step backward in time. We should not, of course, confine our thinking about these trends and changes solely to the teaching and learning of languages. We must take a much broader view of trends and changes in society and human relationships. This is not the time or place for a sociological examination of these trends, nor have I the talent to do justice to such an examination, but we can all see the enormous changes in the outlook on life that have occurred between the generation whose motto was "What's good enough for my father is good enough for me" and the generation which insisted, and is still insisting, that it be allowed to "do its own thing."

In the most recent issue of the OSSTF Bulletin, which is required reading for all the Ontario representatives at this conference, there is an article in which a French teacher makes the plea for the teaching of more grammar, because, he claims, his students really want more grammar. (These are Grade 9 students who have had enough, he says, of highly structured and highly repetitive audio-lingual courses at the elementary level.)

It is a truism to say that you can't change human nature, and another one to say that you can't teach an old dog new tricks. How many old dogs do you know who have never been really convinced of the merits of audio-lingual methods, and who

now see themselves vindicated, since they can go on presenting their own "traditional" method with new conviction? Did the audio-lingual salesmen do a poor job? Many teachers, after a half-hearted attempt at the new method, gave up in disgust and returned to their previous tried-and-true, or at least tried method.

Now what about the novice who is currently at a Teacher's College or Faculty of Education? One of his main concerns is the evaluation report he receives from each of his associate or critic or supervising teachers. How can he get an "excellent" or an "A " or an "outstanding grade? Does he heed the advice of his methods instructor who might have shown him two or three ways of presenting a certain type of lesson, or who had told his student teachers, "There's always more than one good way of handling any type of lesson. Find an approach which you feel you can handle, and which seems to fit in with your own way of doing things," or does he try to become an understudy to his star associate teacher, who tells him "This is the way this lesson must be presented, otherwise the class won't follow, and I'll have to reteach the whole thing next week?" Well, what would you do in such a situation? You want to get a high rating because jobs are scarce and the hiring principal wants to see your practice teaching reports. So much for the advice of the methods instructor. I suppose that the student can always rationalize his decision by saying to himself "Next year, when I'm on my own, I'll make a point of trying it another way." Then too, of course, some people like to be told exactly what to do, so that they themselves won't have to do any creative thinking.

I'd like to make specific reference to the pattern of practice teaching that is in effect at my own Faculty of Education. Our student teachers have ten weeks of teaching practice during the regular winter session. These ten weeks are divided into five two-week segments, so that all of our student teachers are exposed to five different associate teachers during their period of training. At the Faculty we hope that each of these five associates will have something to offer the student teacher and that the student will realize that, even though the same course or program may be in use by several of his associates, there is still more than one acceptable way of handling the material. There is still, thank heavens!, room for the teacher's own personality to come across in spite of the seeming rigidity of the course being used.

By the end of the year, the student teacher should be able to say, with Tennyson's Ulysses, "I am a part of all that I have met"--not in the sense that he has relinquished any of his own personality, but rather that other attributes have been added to it. Students learn what not to do, as well as what to do, and for some few teachers-in-training the ten weeks of practice teaching may consist of a prolonged course in negative learning.

Another valid pragmatic argument for teaching one method to the exclusion of all others would be in the case where only one program or course was in use throughout the province or state. Though there have been times when it may have seemed that this was indeed the case, there has in recent years, in Ontario at least, been some choice of program permitted--not enough in my opinion, but still, some choice.

I feel that it is up to the publishers of the programs being widely used or to regional Boards of Education to "fill the gap," if a gap is felt to exist, between the so-called unreal world of the teacher-training institutions and the real world of the classroom. Some publishers are doing just this by providing short, summer workshops conducted by expert teachers who have taught their course at the elementary or secondary level. But all too often, and especially in these days of stringent budget restrictions, the comment is heard from school board officials or school

principals: "What are you people at the Faculty of Education doing? I had to send my two new French teachers to a workshop so that they could teach tne program we're using." Maybe I'm an ostrich in this respect, but I don't see any real failing on the part of Faculties of Education in this regard. Surely in-service training is a valuable and necessary adjunct to any pre-service training that may have been provided.

In the case of our own Faculty, we use video-tapes of some of our most competent associate teachers working with their own classes to introduce our student teachers working with their own classes to introduce our student teachers to some of the programs in current use. The teachers on the video-tapes, because they are good teachers, do not adhere strictly to all of the suggested teaching strategies outlined in the teacher's manual which accompanies the program. But they do present the course effectively and give the student teacher, or indeed any experienced teacher who watches the tape, many helpful techniques which can be adapted to a variety of circumstances. When student teachers ask me whether they should follow the suggested methodology outline provided in the teacher's manual, my own off-the-cuff advice to them is "Try it once according to the rules; otherwise you won't know whether it works or not."

Just as there are many different teaching styles, so too there are different learning styles. Some teachers are becoming increasingly aware of this and are making attempts to suit the method of presentation of the material to each student's way of absorbing it. In the extreme case, this procedure results in complete individualization of instruction and in many cases to a modified form of individualization. At the prsent time this seems to be one of the major trends in language teaching, and some of our student teachers have had the opportunity of observing associates who are engaged in experimenting with some form of individual or small-group instruction. Next year, our Department will be offering a course on individualization of instruction in modern language teaching.

Isn't it about time we said to ourselves and to our students: "All roads lead to Rome"--that is, to French, or German, or Russian, or whatever the language in question is? It's not as if traditional and audio-lingual methods are mutually exclusive; the emphasis may be different, but surely the end result should be the same: to present the language in as clear and enjoyable a way as possible. I realize that this is an over-simplification of the problem, but it irritates me to think that there have to be so many sects and denominations among language teachers, when what is really at stake is the progress of the students who are under their guidance. Today's students want immediate solutions to their problems; they want to end pollution now, stop all forms of discrimination now, and some of them, at least, want to be given a chance to learn another language now, without the interference of the teacher. George Klin in the February issue of the French Review comments on various commercial language programs:

> "The Berlitz method, needless to say, is a mirage. It disguises but does not eliminate the necessity of grammar.... The ultimate in audacity is a recent ad, in Saturday Review (17 April 1971) exploiting the prestige of technology: 'Now you can master a foreign language in just 24 hours. The first language method that taps the miraculous powers of technology! The same computer science that landed men on the moon will have you speaking French, German, Italian, or Spanish in just 24 enjoyable study-hours.'"

Just what the prospective language learner will be saying at the end of these 24 enjoyable study-hours is open to conjecture!

I'd like to leave with you an extract from an article I came across the other day in Quest magazine. The article is entitled "The Disposable Job," and its opening paragraph reads:

> In a few years the idea of a permanent job will be as obsolete as the six-day week. In effect, you'll be fired before you're hired. A new, flexible form of employment will emerge. It'll be based on job contracts for six months, a year, or two years. After that, you'll be "unemployed" for six months, or perhaps even longer. Only it won't be today's type of ulcerating, shameful unemployment. Rather, for those of us smart enough to adjust, it'll be a space between jobs for creative self-development, leisure, or just being with the family.

I don't intend to pursue the analogy too far, but can't we find many similarities between this prediction for the life-style of tomorrow's business executive and the role of the teacher of a foreign language? A teacher should be encouraged to believe that variety is the spice of life, and that unquestioning commitment to one way of doing things is an extremely short-sighted viewpoint. So let's get out there and experiment, with the realization that no one way of doing things lasts forever, although at times we may not be able to convince ourselves of the truth of that observation.

PUBLIC RELATIONS: HOW TO GET THE MESSAGE TO GUIDANCE COUNSELORS AND ADMINISTRATORS

Bernard Pohoryles, Pace University, New York City

As we all know, the launching of Sputnik I initiated an era of euphoria in the United States during which foreign languages were declared "critical subjects" by the government, federal aid and N.D.E.A. Institutes were plentiful, and enrollments on all levels of foreign language instruction were most satisfactory.

We know equally well that in the recent past we have fallen on lean years. Foreign language requirements are under constant attack, both on grounds of so-called "irrelevancy" and "financial exigencies". Student enrollment in foreign languages in many schools and colleges is decreasing to the point of endangering entire language departments and programs.

I am essentially a classroom teacher, without any great affinity for either administrative or public relations work. Yet I find it desirable to speak out on the subject of "Public Relations", trying to "get the message to guidance counselors and administrators". Under the present circumstances, all of us, whether we like it or not, must become involved in convincing both the academic community and the community at large that the study of foreign languages is not "irrelevant", that it should satisfy needs other than strictly vocational ones, and that it should keep its rightful place in any self-respecting educational curriculum. The big question is, of course, how can this be accomplished in the most effective way?

We fully realize that there is no single answer or approach to this problem which can take into account all the differences in teaching situations in

various communities and institutions. Yet, a concerted effort on the broadest scale possible must be made by people like you and me, who are not professional public relations experts, to counter any individual threat to foreign language study, whenever or wherever it may occur, by an approach promising the best results in answer to the specific situation.

Let me tell you briefly how we tried to meet the challenge at Pace University which is an accredited four-year institution. The student body--of about 10,000 on the New York City and Westchester campuses--is fairly evenly divided between liberal arts and business areas. Whereas our business students study foreign languages only as electives, meaning on an insignificant scale, the liberal arts students originally had a core curriculum requirement of 18 credits if they started a new language, or of six credits above the intermediate level when continuing the study of a foreign language. This requirement came under severe attack a few years ago by a fairly small number of science students and by a rather alarmingly high number of liberal arts faculty and departments within the college.

I had the privilege--or the misfortune--to become the Foreign Language Department's representative on a seven-member, college-wide, Ad Hoc Committee to study the Foreign Language Requirement--possibly a euphemism for trying to reduce it. In spite of almost complete isolation and a number of close votes in the College Core Curriculum Committee and the Faculty of the School of Liberal Arts, we were able to retain a 15-credit requirement for students in the humanities (three credits above the intermediate level) and a 12-credit requirement in the science area. Further cutbacks in our foreign language offerings, however, occurred due to a slight decrease in liberal arts enrollment on the freshmen level and to a loss of several hundred students to the City University because of open admission.

There are many ways of combatting the growing threat to foreign language programs. I believe that at Pace we used most of them as much as we could. Of course we were trying--and are continuing to try--to stress the value of foreign language studies to our own faculty and college administrators as well as to the Wall Street business community, where our school is located and which absorbs a great many of our graduates. We constantly are in touch with sister institutions in the city and the state. Through foreign language clubs and honor societies, such as Phi Sigma Iota and Pi Delta Phi, we try to expose our students to the cultural benefits of a foreign environment. We offer language courses in our growing Continuing Education programs as well as foreign literature courses in English translation for elective credit. Our Public Relations Department, headed by a former student of mine, is doing its utmost to stress our department's offerings in newspaper and mass media advertising, press releases, newsletters, community publications, etc. We have a Speakers' Bureau servicing High School Career Days and guidance counselors, and we have periodical receptions for prospective freshmen desirous to get acquainted with the school and the faculty.

All these approaches to the problem are too well known and used by almost every educational institution in the state to be called original or innovative. What we did try at Pace in addition, however, is a somewhat novel way of recruiting promising high school seniors for language studies in our school. This effort was a joint undertaking of our Foreign Language Department and of our Bureau of Public Relations. On one hand we were stressing the universal and cultural importance of being acquainted with one or more foreign languages as a prerequisite for being a truly "educated" human being. On the other hand we were demonstrating the practical and vocational advantages derived from the

mastery of other languages in many fields. These two objectives were accomplished by a combination of two monographs of eight pages each which are available by mail upon request.

The first monograph is a Career Letter designed to advocate the study of any one of several foreign languages. It contains all the traditional arguments in favor of such studies. The letter tells the student how he will benefit from language study as an individual by greater awareness and understanding of himself, his fellow man, and of his own and other languages and cultures. It also shows him the importance of such knowledge for travel, business, human relations, and job-related activities, and how it may help him to increase both his professional efficiency and his earning power. It apprises the student of vocational opportunities requiring a particular language skill. The letter is copiously interspersed with practical illustrations, such as classified ads from the New York Times Help Wanted section or quotations on the importance of foreign languages by prominent people. Three pages are reserved to describe and promote the two Pace College campuses, their facilities, curricula, educational objectives, and faculties.

The other half of the two-pronged approach is devoted to the promotion of one specific foreign language-which for this particular pilot project is French, but could be any other language. It gives the potential language major a geographical, linguistic, historical, and cultural bird's-eye view, objectively presented, as if observed by a foreigner. Phonetic, grammatical, and structural differences between English and the target language are pointed out. Mention is made of psycholinguistic factors and the mechanics of language learning. Finally, great stress is placed on impressing the cultural importance of the target language on the student.

A first printing of 10,000 Career Letters and Monographs on French was mailed to guidance counselors and French teachers in New York and northern New Jersey public, private, and parochial high schools. They were invited to request free copies for as many of their students as were interested in having them. The response was far in excess of our expectations. Requests for reprints received so far amount to over 54,000 copies. For budgetary reasons the allotment for each school had to be cut down, but a second--and unfortunately final--mailing of 25,000 sets was completed in 1973.

We also received about 75 requests for Pace catalogues and application forms for Fall 1973 admission from graduating seniors interested in majoring in foreign languages. Every prospect was invited by our department chairman to a personal interview and a visit of our school. It is our hope to receive many more such inquiries, although we dare not hope that every applicant will eventually become a tuition-paying registered student. However, even a very small number of newly-recruited students would amply cover the cost of this type of promotion.

By way of conclusion, it seems to me that classroom teachers will all have to engage in this kind of public relations work if we are concerned with maintaining and strengthening our foreign language programs. It is not enough to speak to each other about our problems. We must get the message where it counts--to administrators, guidance counselors, parents, the community at large, and especially present and future students.

PUBLIC RELATIONS

Roy E. Schatz, Ontario Ministry of Education, Toronto

Who constitutes our public?	How do we already reach them?
1. Potential students	1. Course descriptions and word of mouth from present students and visits by us to their classes.
2. Present students	2. Classroom presentations and our image in the school outside the classroom.
3. Guidance personnel	3. Course descriptions and statistical analyses of results and students' reactions.
4. Other teachers	4. Their past experiences and staff meetings and students' reactions and other activities in the school.
5. Principal and vice-principal	5. Every way, but especially quality of teaching, attendance record, discipline reputation, budgetary responsibility, effort to participate in activities and to meet deadlines.
6. Board trustees and administrators	6. Students' reports, principal's reports, presentations to Board, special requests.
7. Parents	7. Students' reports, newspaper, Parents' Night and interviews, report cards, school brochure, school functions.
8. Community at large	8. Local newspapers, radio, T.V., neighbors' children, school functions.
9. Other educational institutions and levels	9. Students and ex-students, joint meetings.

Possible Problems	Possible Solutions
1. Students' verbal reports	
a. "Second language learning was fun at first, but then it became too difficult."	a. Teachers of first-year students: make sure games have an object, the results of which you check. Learning can be fun, but fun must lead to learning. Otherwise you make the next teacher suffer. Teachers of later years: try to have some fun in class, and don't design literary courses only for the top 2%. Take the students where they're at, and, if they are behind, work with them and explain in a positive manner how they can catch up.
b. "I do as much work for one Grade 13 credit in German as my friend does for three credits in English and Theatre Arts."	b. Discuss this matter at staff meetings. Get on the appropriate committees. Check to see whether you are giving students a realistic workload. If you used to have 7 x 40 minutes per week for German and you now have 5 x 40 minutes, cut your course content to 5/7 of what it used to be. Let the students give you their side of this problem.
c. "Second language marks have a low median and a high failure rate." or "I'm not taking French next year because it will ruin my average.	c. Discuss it with students and staff. Don't be an intellectual snob. Try to make it so that at least your fellow teachers could get 100% on your examinations. Participat actively in the Principal's analysis of each set of marks.
d. "You can't afford to forget a single thing you ever learned in Spanish."	d. Admit that second languages are cumulative. Pay a great deal of attention in teaching to re-entry and to personalization. Help students to sort out items for true mastery from items for passive knowledge.
e. "French isn't relevant. There are no field trips, no rap sessions, no group work, no movies."	e. An occasional trip to the target-language environment is possible, but lots of realia may be a helpful substitute. Some group work is possible and needs further exploration by language teachers. Movies, with proper preparation and follow-up are great for motivation.

"Toute la bande" has made many a senior French program more appealing. Beyond that, I believe in being honest with students, i.e., telling them that their rap sessions have to be restricted to language and structures that they can control, and that beyond a certain point their perception of relevance may be irrelevant to their learning of the language.

2. Course descriptions in the school brochure

a. Non-existent--"French 2C, Prerequisite, French 1C."

a. Let students know what they are going to get. Parents, other teachers, administrators, and trustees read those brochures too and form impressions about you and your course. Lack of information is usually interpreted as indifference or arrogance.

b. Unappealing, or even threatening. "This is the next level of the highly-structured French course taken by the students in Grade 8."

b. Hire an advertising agent. You need one.

c. Madison Avenue: "After an enjoyable year of role playing, simulation games, and other stimulatin language activities, students taking this course will speak Spanish with considerable fluency."

c. You need a lie-detector test--and parents, administrators, other teachers, and trustees know it. Only in schools where Mickey Mouse is king will this one work. Please make your course descriptions factual, but meaningful to the masses, and put the accent on the positive, bearing in mind that St. Peter might be reading them too.

3. Report Cards

a. Low median, no nineties

a. Compromise. Reflect the local perception of marks.

b. Many failures.

b. Compromise, and look over what you offer and demand.

c. No report for the second language in elementary school.

c. Fight this one until you win. Second language is not a frill in elementary school.

d. Condescending, ambiguous, or inflammatory anecdotal remarks: "A good showing, considering her ability." "Needs attention." "This boy is a slacker."	d. Praise where you can. Discuss the wording of negative remarks with the Principal or a senior teacher. Invite parents to discuss their children's language studies with you.
4. Unrealistic expectations	
a. Bilingualism after five years of a period of French per day. (A frequent expectation of trustees and parents.)	a. Get an honest statement of your aims and objectives into the hands of the Principal, guidance teachers, board administration, trustees, parent organizations. Include where possible an A-V presentation of students in action at various levels. Invite open discussion of realistic objectives.
b. A credit for memorizing ten dialogues--an expectation of some students.	b. Visit classes of potential students, preferably with a senior student. Give an honest but positive pitch. Answer questions; then leave the senior student alone with them for a few minutes of "How it really is."
5. Guidance by student-services counselors to avoid second-language studies.	5. Take every guidance counselor out for a free lunch or better still a dinner at the ethnic restaurant of the language you are pushing. Assume that he knows nothing about the advantages of taking a second language, but play it as if you were just bringing him up-to-date on the latest developments. These people are swamped with information in print form. The personal touch is needed here. Pick a winning wine.
6. A bad press.	6. Fight it with letters to the editor. Help it with lots of factual information. Feed it with publicity about every trip or unusual item involving your students.
7. Bad relations with teachers and professors at other levels.	7. Familiarity breeds contentment here. Get together, first by offering to discuss problems that you seem to be causing. Serve refreshments at meetings. Initial tact and hospitality can ultimately lead to a frank discussion of knotty problems in an atmosphere of mutual acceptance

8. A staff image of cultural and intellectual superiority to other staff members: "frustrated university prof," "doesn't teach any dumb kids," "doesn't have time for anything but foreign books and marking tests."

8. "Noblesse oblige." You likely are better trained in purely intellectual and cultural pursuits, but try to show an interest in the great variety of other talents which staff members in other departments have. Try to offer courses that have appeal to students in the less-gifted segment. Coaching a team or directing the school play does wonders for your image with the whole spectrum of students and staff.

If I could give two "images to project" at all times I would suggest:

a. For second languages in general: "Second languages are for every student."

b. For teachers of a second language: "I teach kids first, my language a close second."

HOW TO GET THE MESSAGE TO THE COMMUNITY

Rosanna Kelly, La Salle Secondary School, Sudbury

Before telling you about local activities, let me give you some information about my school district. The Sudbury Board of Education administers 60 elementary schools and 18 French and English secondary schools. Our schools are located in both urban and rural areas within a 50-mile radius of the City of Sudbury, which is 250 miles north of Toronto. Laurentian University and Cambrian College (a community college) are two post-secondary institutions which serve the community.

Among the 100,000 inhabitants, over 40 languages are spoken. About one third of the population is French-speaking. In our schools, oral French is obligatory for pupils in grades 5 to 8, 20-minutes per day. When they reach secondary schools, French becomes an elective in our English secondary schools. Many of our university-bound students continue to study French to the end of grade 12. Our enrollment in French has nevertheless diminished in recent years, and this is of great concern to teachers. Those students who intend to study it in university and those who are interested in it pursue it in grade 13 for either one or two credits. A third language, German, Italian, or Spanish, is offered in our secondary schools, only one in each school, and not before grade 10. Any student who wishes to attend a school for the language of his or her choice, may cross school boundaries to do so. Not too many students do this as transportation is difficult, especially in the winter months.

In Canada, the federal government has recognized that it has an unmeltable melting pot among its 22 million citizens. There are six million people who are of ethnic backgrounds other than English or French. Consequently, there is a distinct revival of ethnic culture. About two years ago, the Ontario Ministry of Education made provision for students to receive credit in languages other than French, German, Italian, Spanish, and Russian. Formerly, it was illegal to offer other languages as credit courses in our secondary schools. As a result of this change, the Sudbury Board of Education is now encouraging the establish-

ment of courses in other languages in its schools. Within the city, there is a substantial Ukrainian-speaking community. For some years, the children of Ukrainian parents have been receiving instruction in their language through its own organizations--its churches and social clubs. This is still being done, especially at the elementary level. As of last September, Ukrainian was added to the high school curriculum.

How was this accomplished? A group of interested citizens who are members of the Ukrainian Council felt that there was a need for their language at the secondary level. This Council encompasses representatives of all its social and religious organizations. With the Superintendent of Services, they approached the Board of Education with a program which had been approved by the Ontario Ministry of Education. They received permission to teach Ukrainian to a centrally-located secondary school--on Saturday mornings and Wednesday evenings. Students, if they are successful, now receive credit toward their diploma. The program, as it presently exists, has progressed rapidly in a very short time. There are 65 students enrolled at three different levels. In addition, there are 15 students in the beginners' course. The star student in the beginners' group is a member of the Board of Education, a non-Ukrainian. It is to be hoped that next September, Ukrainian will be offered during the regular school day.

While conversing with one of the interested citizens, I suggested that the Ukrainian group embark upon a public relations program of visits to the homes of Ukrainian-speaking people in order to emphasize the importance of the retention of their language and culture. In this way, parents could influence their children to study Ukrainian, and I am sure that the present enrollment would increase. Recently, a Ukrainian sub-section was established within the Ontario Modern Language Teachers' Association. I know that it will gain in strength very rapidly. It is to be hoped that this group will use every vehicle possible --newspapers, television, radio--to promote its language and culture.

At this time, Board of Education officials are also exploring the possibility of mounting Polish and Finnish courses in our secondary schools. If there is a sufficient number of students who wish to enroll, these courses will then be offered.

From the examples I have cited, it is obvious that one of the keys to the promotion of the study of languages, is to arouse the interest of ethnic groups in promoting their language and culture. Mose of these groups have their own social clubs and churches. Perhaps, by working closely with some of their influential, committed members, teachers would be able to receive the necessary support to persuade Boards of Education to include as many languages as possible in their curricula electives.

Among the 18 public secondary schools, there are five in which instruction is in French for most disciplines. These schools are in their infancy, as it was in very recent years that Boards of Education were allowed to establish them in communities where there was a need. In one of our schools, a great success story can be told. Two sixteen-year-old students of MacDonald-Cartier Secondary School wrote a play, "Le Jeu des Cartes". They not only wrote the play but also acted in it. Their teacher, who had not had any drama courses but who has an innate sense of dramatic art, felt that it could go a long way. She encouraged the writers to enter it in the Ninth Annual Ontario Collegiate Drama Festival, sponsored and largely financed by Simpsons-Sears Limited. The play emerged as winner in the Sudbury District Collegiate Drama Festival. Victory over three English plays meant that MacDonald-Cartier represented the district in the Northern Ontario Finals at Sault Ste. Marie. Again, this play was chosen by the adjudicator to enter the finals at Waterloo, Ontario.

Before travelling to the finals, the principal of the school saw fit to grant permission to the director and actors to take the play on a five-day tour of Northern Ontario. They played to school audiences in Noelville, North Bay, Timmins, Hearst, and Kapuskasing. The farthest point is 500 miles north of Sudbury. This tour enabled the group to perfect the play and gave to the players the practice that was needed. The end result of the exercise was victory over eight other entries from other schools. The adjudicator for the festival finals, a well-known writer-director and Stratford Festival actor, was at first reluctant to judge the MacDonald-Cartier entry because of his limited knowledge of French. When the time came for announcement of the winners, he said that one could recognize good drama no matter what the language of expression might be. The play received many prizes--best play, leading actress, writers' award, etc. In addition, publicity of the success reached far and wide. Not only did the local news media sing its praises, but national newspapers publicized the success story.

In order to get the message to people that our students can understand another language, we have embarked upon a program of visits to our French secondary schools by English-speaking students who are studying French. They spend a day attending classes where instruction is in French. While there, they discover very rapidly that they are able to comprehend a great deal of what is said. These students, from grades 11 and 12, are matched with their French counterparts. This experience is excellent for both groups. Our students are very excited about their visit and certainly talk about it in their homes. This type of publicity is the best!

No doubt you have organizations which provide economical overseas trips for students. While I was teaching at my former school, I organized a trip to Rome for students during the March break. Information was initially sent home to parents through students. The trip was open not only to those who were studying Italian, but to others who were interested in travelling to Italy. The response was excellent. About ten percent of the student population, as well as the principal and seven teacher-supervisors had a very enjoyable holiday. Not only did the trip lend itself to interdisciplinary teaching, but it also opened doors for many capable students who were not formerly interested in studying another language. We certainly made every effort to publicize our efforts through the news media as well as through our students and their parents.

I hope that you have in your communities clubs or organizations which are interested in education. The Club Montessori in Sudbury has been very active. It is a group of interested business and professional men. When Italian was first introduced in our schools, this Club responded to our requests by launching us with substantial cash donations to buy audio-visual equipment and to provide prizes for our top students of Italian. For the past two years the Club Montessori has sponsored World Travel Scholarships for 40 students from Sudbury and district high schools. Each scholarship was worth $1,000, including spending money. Two students, a boy and a girl, from each of the 20 secondary schools were chosen by both their fellow students and their teachers. Nominations were made by the Students' Council of each school and the final selection by a committee composed of the Principal, Department Heads, and the Guidance teachers, who used leadership, citizenship, and scholarship as the basis for selection. The Club Montessori contacted a travel association to organize two six-week trips.

To finance these trips, the Club Montessori held annual monster draws worth $52,000. One thousand tickets were printed each year. Each ticket was worth $100, and each member of the club was required to sell ten tickets within a week.

Each ticket holder was eligible to win $1,000. as the Club Montessori made a weekly draw on a local TV station. In other words, a ticket holder had 52 chances to win a prize. Not only did the Club Montessori finance these trips, but it also provided an opportunity for students to win prizes totaling $350 for an account of their trip in whatever form they chose. This organization is continuing its program of World Travel Scholarships for our students. It might be worthwhile for teachers to try to interest organizations or clubs within their communities to embark on such an ambitious program. If teachers are members of various social groups, the opportunities are there to play a major leadership role in raising funds to promote languages.

Better still, if it is feasible and within the law, teachers can do this for their students. Within my school district, we, as teachers, cannot organize monster draws or raffles as it is against the policy of the Board of Education. If you can, within your community, use such resources, I would like to caution you concerning the monumental task. Please make sure that you can find a sufficient number of interested citizens to buy the tickets. You might mention that several people can share in the price of a ticket. Your possibilities for publicity would be wide-open if you should decide as a group of teachers to undertake such a project for the sake of promoting languages.

In some of our schools, both elementary and secondary, instead of having a regular consultation day or parents' might, parents are invited to sit in and participate in classes. Teachers of languages have a golden opportunity to urge their students to have parents observe their performance. I know that it has impressed parents; they usually comment on how well the students can communicate orally compared with how they performed in school. You and I are well aware of the parental influence on children, so we must seek every such occasion to sell languages.

At the provincial level there is some activity, but much more can and should be done to promote the study of modern languages. In very recent years, the Ontario Modern Language Teachers' Association began to sponsor province-wide contests for secondary students in German, Italian, and Spanish. These contests were first initiated in German by a secondary school teacher. She and her committee first organized a German contest within their own school region. It was enthusiastically endorsed by many. With the support and encouragement of the O.M.L.T.A., the German Department of McMaster University in Hamilton, and the Moderns Program Consultants of the Ministry of Education, the contest very rapidly took in all of Ontario. Within a year after its inception, the O.M.L.T.A. sponsored provincial Italian and Spanish contests. All three have been very successful.

To what can we attribute this success? It has taken the initiative, imagination, and energy of the teachers at the local level. For any competition, prizes are essential. How are these obtained? For organizational purposes, the province is divided into regions. Key teachers in these areas are contacted to organize regional contests. They, with their committees, play a major role in receiving the support of the community. Let me give you examples of how this can be achieved. The following are exerpts from a letter which was sent to various organizations and firms:

Dear Sir:

To promote the study of the German language and culture in Ontario High Schools, the Ontario Modern Language Teachers' Association has introduced an annual contest for senior students. Last year, over 800 students

FILMED FROM BEST AVAILABLE COPY

in 14 local regions were involved. One contestant from our own Waterloo region was a winner of one of the four study trips to Germany in the summer.

Would your organization or firm consider this a worthy endeavor to which you would donate a small prize or cash amount? I assure you that this type of prize goes a long way in giving a promising student the incentive to continue this field of study.

Please notify the regional chairman, at your earliest convenience, of your desire to make any donation and she will be most happy to pick up your contribution.

I know that this region received a very warm response to its request. No doubt the committee also publicized its efforts through the news media. The major prize winners--winners of trips to Germany--when they return are in great demand by schools and community groups for talks, slide shows, etc. on their experiences.

It grieves me very deeply that, as yet, there is no French Contest in Ontario. In a country where French is one of the official languages, and in which there is the largest enrollment of all of our modern languages, this void is ironic. Last Spring, when I met with the French Department of Laurentian University in Sudbury, I did suggest that Sudbury could easily be the seat of a French Contest which would encompass both elementary and secondary schools. Surely, in the very near future, someone will be the spark plug for this desirable event.

There exists in our province the Ontario Educational Communications Authority. The O.E.C.A. has provided and continues to provide many video-tapes for modern languages. The purposes of these programs may be summarized as follows:

1. To provide the classroom teacher with an opportunity to immerse his students in a real-life situation in the language;
2. to provide language reinforcement; and
3. to provide some cultural enrichment.

While many of the programs are shown by local TV stations, usually in the mornings, I doubt very much that the public takes the time to view them. Many of them are dull and have little, if any, public appeal, except to use in the classroom where a teacher is able to incorporate them into the daily work. What we really need is a dynamic program to attract family viewing. This could and would encourage further study of languages and their cultures.

Too often, we teachers of modern languages are very reticent to publicize the many successes which we experience. Many of us also think we do not have enough time to do the extra things which can make our programs exciting and worthwhile. All the things which I have mentioned were achieved by classroom teachers. It is my sincere hope that what I have presented will inspire you and will give you the confidence to forge ahead. We must make every effort to inform parents of their children's achievements. The old expression "success breeds success" is very much in vogue. It is to be hoped that our successes will be such as to augment the numbers who will enroll in studies of modern languages; we must continue to believe that our efforts will eventually bear fruit. Let us be much more aggressive in promoting our discipline.